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STANDARDS IN WRITTEN COMPOSITION

AN EXPERIMENTAL STUDY IN DISTRICT TWO OF THE PHILADELPHIA PUBLIC SCHOOL SYSTEM

SAMUEL BERMAN

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION IN TEMPLE UNIVERSITY

PHILADELPHIA
1928

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CHAPTER I

Defining the Problem

1. *The Problem*

The purpose of this study is to establish tentative standards in written composition, Grades 3B to 8B inclusive, in District Two of the Philadelphia Public School System.

At the present time "The Course of Study in English, Grades One to Eight," does not contain such standards. This is readily explained; ten years ago, when the Course was authorized by the Board of Public Education, the scientific testing and measuring movement as applied to English was as yet in its infancy. Although Hillegas had produced "A Scale for the Measurement of Quality in English Composition for Young People,"[1] and Courtis had begun a pioneer study in standards of English composition for the Detroit elementary schools,[2] the country at large hesitated to set up very definite standards in so complex a subject as written composition. There was a reasonable doubt as to the efficacy of such criteria. In recent pedagogical literature the same doubt is expressed more clearly. For example: "One hesitates to advise the setting up of very definite standards in written composition for the junior high school. Certainly the attempt to do so in terms of composition scales and standard tests is still somewhat premature in view of the imperfections of existing instruments. Composition scales for the measuring of general merit are so crude in application that scores cannot be relied on. The average teacher is not able to use them with any consistency except after a period of thorough training. This training few are willing to undergo."[3]

The Philadelphia Course anticipated the difficulty of measuring progress in English. The foreword of the Course ends with the

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[1] *Teachers College Record*, September 1912.

[2] English Composition, For Use in the Detroit Public Schools, September 1917.

[3] Fifth Yearbook, Department of Superintendence, The Junior High School Curriculum, February 1927, p. 105.

following appeal: "Results cannot be expected immediately. The nature of the subject makes progress difficult to measure, and this is apt to lead to frequent discouragement. This fact renders all the more essential constant day by day effort, and that of a kind which is exhaustive of teaching strength. The temptation to put most emphasis on the more definite points should be constantly resisted. Only so can power, skill, fluency, and individuality in oral and written expression be developed. In a peculiar and very real sense is it true that this Course in English is in the hands of the class teacher."[4]

Since that time, however, many scales, tests, and other devices designed to measure progress in English have been published in the United States. (In Philadelphia Dr. Philip A. Boyer, Director of the Division of Educational Research and Results, has used several of them in his voluntary testing programs and has created new ones, namely, The Philadelphia English Test, Part I and Part II.) Such measurement has facilitated comparison with the achievement scores of other schools and other city school systems by means of grade norms, and has accordingly stimulated a growing, scientific interest in "diagnostic testing and remedial teaching." In the fields of spelling, punctuation, vocabulary, and grammar, certain standards are now fairly well established, but the problem of rating written composition remains astonishingly complex, even though a number of creditable, objective scales and other devices offer to supplement or to replace subjective, teacher judgment. The present study intends to offer one more solution by means of tentative standards.

2. *Tentative Standards*

"Tentative" of course implies that no standards in written composition can be irrevocably permanent. As soon as changing conditions warrant it, such standards should be modified. By "standards" the writer means an entirely new series of classroom compositions selected in Grades 3B to 8B, by multiple

[4] The Course of Study in English, Grades One to Eight, Authorized July 11, 1917. The Board of Public Education, School District of Philadelphia, p. 7.

teacher judgment on the basis of general merit, checked by trained experts with the use of an objective composition scale, and finally annotated with critical notes in conformity with the requirements of the Philadelphia Course of Study in English. These would show representative compositions for each grade in terms of EXCELLENT, GOOD, FAIR, POOR, and VERY POOR, and would also indicate by a composition score each paper's approach to the national standard for the grade. The following is a representative sample:

6B GRADE

FAIR

Hudelson Score 4.5 Paper No. 154

THE RIDER'S STORY.[5]

One night while we were sitting on the porch, my father came out began telling us a story, of when he was a younger boy. He said, "While I was riding on my horse along the road, one night, I heard a noise! I gave my horse a pull and began galloping off. I looked back and saw a man coming after me. My horse was so scared that he left the road and plunged into the field, the man back of me did not see where I had gone, so went by leaving me, undiscovered I hurried safely home and never forgot, how my horse saved my life." And I went to bed thinking, "I wonder whether I will ever have a dangerous ride like my farther."

Positive	**Negative**
A unified attempt at telling a story. It has an introduction, a body, and a conclusion. Vocabulary limited, but "plunged" and "undiscovered" are helpful.	Unadorned and uninteresting. Could have been a thrilling adventure. Ideas generally indefinite: "one night"—When "on the porch"—Where? "we"—Who? Sentence structure bad in fifth sentence. Period after title. Spelling: "farther" for father.

[5] Berman, Samuel. The Lea Plan for Measuring Written Composition, 1924, Temple University (Unpublished Master's Thesis), p. 47.

(Other details concerning the derivation of the proposed tentative standards, Grades 3B to 8B, will be discussed fully in Chapter III, Procedure.)

3. *The Validity of Teacher Judgment*

Voluminous evidence points to the unreliability of teachers' marks.[6] "Teachers' marks are mere guesses, some good, some poor, some indifferent. Since they are mere guesses, they are not sufficiently reliable to be used for promotion purposes," says Hulten.[7] As yet no one has contradicted Hulten's sweeping conclusion with reliable scientific data. Even the handwriting of a paper may cause variations in judging the quality of written composition. H. W. James reports a study in which English teachers in accredited high schools were asked to grade compositions of the same quality, but differing only in legibility of handwriting. His study indicates that teachers allow legibility of handwriting to have important influence in determining their grades. He concludes: "Perhaps if the writer of this article had the job of reading the compositions he might feel that this was entirely justifiable. Not having this task, it seems to him that the influence of writing upon grades is too great."[8]

To the mass of damaging exhibits the writer would like to add one of his own in an attempt to show the need for standards in written composition. The following is in part a report submitted to the Director of Educational Research and Results:

In connection with a voluntary city-wide testing program the Hudelson Typical Composition Ability Scale was used on May 12, 1926, by 44 schools in Grades 5A to 8B inclusive. In order to make a study of composition grades, principals were requested to send with their report on the use of the scale five representa-

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[6] Kelly, F. J. Teachers' Marks, Their Variability and Standardization. Teachers' College Contributions to Education, No. 66, 1914.
Comin, R. Teachers' Estimates of the Ability of Pupils, *School and Society*, Vol. 3, p. 67.
Starch, D. Educational Measurements, Macmillan Co., 1916, Chapter 11, "Marks as Measures of School Work."

[7] Hulten, C. E. The Personal Element in Teachers' Marks, *Journal of Educational Research*, Vol. 12, June 1925, p. 54.

[8] James, H. W. The Effect of Handwriting upon Grading, *The English Journal*, Vol. XVI, No. 3, March 1927, pp. 180–185.

tive papers for each of the 320 classes tested. These were selected from the compositions already marked with the aid of the Hudelson Scale as follows:

1 paper to which the teacher assigned EXCELLENT
1 paper to which the teacher assigned GOOD
1 paper to which the teacher assigned FAIR
1 paper to which the teacher assigned POOR
1 paper to which the teacher assigned VERY POOR

The papers were arranged in grade sections for each of the five qualities showing the distribution of scores. This revealed the wide range of Hudelson scores for each quality. In the 5A Grade, for example:

Excellent scores varied from 1.6 to 8.0
Good scores varied from 1.5 to 8.5
Fair scores varied from 1.1 to 7.0
Poor scores varied from 0.0 to 5.8
Very Poor scores varied from 0.0 to 4.5

In the 6A Grade:

Excellent scores varied from 4.0 to 8.5
Good scores varied from 3.0 to 8.5
Fair scores varied from 0.0 to 7.5
Poor scores varied from 0.0 to 6.1
Very Poor scores varied from 0.0 to 6.0

An interpretation of such variation in judgment involved answers to the following questions:

1. Did teachers practice enough before scoring? Hudelson says: "A teacher should first of all thoroughly familiarize himself with the scale. He should then test his reliability of judgment by scoring a number of practice themes."

2. Why did teachers in the same city system, using the same course of study, score a 6A Grade paper as absolutely worthless with a mark 0.0 and call it FAIR, and then score another FAIR 6A Grade paper 7.5—a mark beyond the national grade standards for the senior year in high school? Why this amazing inconsistency?

3. What standards are to guide the teacher in evaluating the quality of composition in terms of Excellent, Good, Fair, Poor or Very Poor? Satisfactory answers were not at this time forthcoming. At best they were only tentative reactions awaiting further study and in this particular case, they were tempered with the consideration due an initiatory project.

Nevertheless some significant conclusions were stated in the report:

1. Teachers need much more practice in the use of the Hudelson Typical Composition Ability Scale in order to increase their reliability in judging the general merit of English composition. If, on the contrary, adequate practice has been given and the variation of judgment continues to be wide, then it must be acknowledged that the scale is too delicate an instrument and should be administered only by especially trained experts. However, there can be no doubt that the teachers of Philadelphia will give the scale a fair trial.

2. Because of the wide variation, an interpretation of the meaning of Excellent, Good, Fair, Poor, and Very Poor should be made for every class in which composition is taught.

3. And finally, two or three more studies should be made to determine the reliability of the judgment of our teachers and to find the means of improvement necessary in scoring the quality of English composition.

In September of the same year five representative papers were again selected from each of the classes tested with the use of the Hudelson Typical Composition Ability Scale. After the papers were arranged in grade-sections for each of the five qualities to show the distribution of scores, a comparison of the range of variability was made between the May results and the September results. By subtracting the lowest score from the highest score in each quality for May and September the decrease or increase in variability was noted as shown in Table I.

TABLE I

DECREASE AND INCREASE IN VARIABILITY*

GRADE	EXCELLENT	GOOD	FAIR	POOR	VERY POOR	TOTAL
5A	−2.2	−3.0	−0.9	−0.8	−1.5	−8.4
5B	+1.9	+0.7	−0.1	−0.1	−0.9	+3.8
6A	+0.5	+0.5	−1.7	−0.1	−2.8	−3.6
6B	+1.0	+1.0	+0.5	0.0	+1.6	+4.1
7A	+0.1	+0.5	+1.8	+2.1	−1.0	+3.5
7B	−0.7	−0.2	+0.7	+1.8	+1.0	+2.6
8A	+1.5	+1.0	+0.5	−1.0	−0.1	+1.9
8B	+0.7	+0.9	−0.1	+0.6	−1.0	+1.1

* − Decrease since May 1926.
\+ Increase since May 1926.

The decrease in range of variability occurs in two grades—5A and 6A; the increase of variability occurs in all of the other grades. (For a complete analysis of the scores see the Appendix, pp. 184–191.)

Conclusions to be drawn from such data must take into account a number of extenuating limitations, namely, the transfer and assignment of teachers to new grades, their inexperience in the use of the scale, probable inaccuracies due to a lack of training in following directions, and the undue influence of subjective judgment. While it is true that teachers had a composition scale to objectify their scores, they had no such instrument to help them assign values in terms of Excellent, Good, Fair, Poor, or Very Poor. The only valid conclusion that the writer can draw under the circumstances is that there is a great need for objective standards based upon a five-point system within each grade-section 3B to 8B inclusive. The outcome of this study, the writer hopes, will be to establish such standards in written composition for District Two.

4. *Limiting the Field of Investigation*

As originally planned, this experimental study included the entire Philadelphia public school system, Grades 3B to 8B inclusive, in order to secure the widest possible representation

and the greatest validity. The scope, however, was curtailed by administrative and clerical difficulties involved in securing an adequate staff of volunteer co-workers. Instead, District Two was selected as the field of investigation. This is one of the ten districts into which the public educational system is divided. It comprises an area of approximately eight square miles and contains nineteen elementary schools and two junior high schools. Four of the elementary schools are for colored pupils only. In February 1927 there were in Grades 3B to 8B inclusive, 12,000 pupils.

The achievement of the pupils of the district is of interest. In January 1926 the district average of promotion was 84.6, the lowest of the ten city districts, and in the following year, January 1927, the district average of promotion was 84.1, again the lowest. Specific achievement in subject matter may be noted in the following summary of tests administered under the direction of the Division of Educational Research and Results. (10 is the lowest possible rank for any district.)

TABLE II

ACHIEVEMENT IN DISTRICT TWO

Survey Test in Spelling (1B to 8B)	January 1926	Rank 10
Phila. Silent Reading Test (2B)	September 1926	" 8
Phila. Silent Reading Test (3A)	September 1926	" 10
Survey Test in Geography (4B)	January 1927	" 10
Survey Test in History (5B)	January 1927	" 9
Survey Test in Problem Solving (3A)	June 1927	" 10
Survey Test in Problem Solving (5A)	June 1927	" 9
Survey Test in Problem Solving (7A)	June 1927	" 10
Phila. Silent Reading Test (2B)	September 1927	" 8

The advisability of selecting District Two may be questioned at the very outset. The answer is to be found in the fact that no attempt will be made to score by frequencies the actual distribution of pupils achieving excellent, good, fair, poor, or very poor; this study is concerned primarily with representative papers, and these could be obtained in any district because of wide individual differences in composition ability. On the other hand, the writer, a principal in District Two, is more familiar

with its problems than with any other district. Because of this, he is in a strategic position to collect data and to evaluate and interpret results. But most important of all is the fact that the achievement of District Two, as demonstrated in survey tests and testing programs, seems to make objective standards imperative.

5. *Timeliness of the Problem*

One has but to read the following quotations to see the local timeliness of the problem: "It is valuable for teachers to get an occasional objective check on the composition quality of their pupils. Until such time as we are able to develop a composition scale based on our own Philadelphia product, it is hoped that teachers will continue to study and use the results of the Hudelson Scale as a stimulus to progress."[9] "Attention is called to the need of definite grade standards in composition quality. These should be based upon the requirements of the Philadelphia course of study, and developed by teachers themselves in actual classroom practice."[10] Rather than have each teacher work independently on this problem, the writer sought to pool their judgments in such an enterprise as this and so secure a more representative study of standards in written composition.

The manifold duties of the classroom teacher of today leave her little or no time to become expert in the use of scientifically derived objective composition scales now being employed. Patience, practice, and more practice are required. Such a process of learning very few teachers are willing to undergo, even if they do have the time. On the other hand, subjective teacher judgment is so variable and generally so unreliable that the need for objective measurement is urgent. Some easier but just as accurate method of judging the quality of written composition should be devised. This, the writer seeks to do through the agency of the present study.

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[9] Boyer, Philip A. Report on the Use of the Hudelson Typical Composition Ability Scale, Bulletin 37, Division of Educational Research and Results, March 3, 1927.

[10] Boyer, Philip A. Report for the Year ending June 30, 1926, Division of Educational Research and Results, Board of Public Education, School District of Philadelphia, p. 23.

6. *Summary*

(a) The purpose of this study is to establish tentative standards in written composition, Grades 3B to 8B inclusive, in District Two of the Philadelphia Public School System.

(b) The problem of rating written composition still remains complex.

(c) Voluminous evidence points to the unreliability of teachers' marks.

(d) What standards are to guide the teacher in evaluating the quality of composition in terms of Excellent, Good, Fair, Poor or Very Poor? The present study seeks to find an answer.

(e) The field of investigation is limited to a district in which pupil achievement is relatively the lowest in the city.

(f) The problem is timely and its solution urgent.

CHAPTER II

Current Tendencies in Rating Written Composition

1. *Preliminary Considerations*

(a) The Question of General Merit.—Closely related to the problem of this study is the much-debated question of "general merit". Should a composition be rated as a complete unit on the basis of general impression or should it be analyzed into its elements and then rated for each, so as to obtain a total score? Answers to this question, if they have done nothing else, have encouraged scientific research in the measurement of written composition. "Specific qualities," says Hudelson,[1] "can and often should be measured separately; but when the general effect of written expression, such as society is usually concerned with, is to be judged, it must be considered in its entirety. In matters of appreciation the sum of the parts does not necessarily equal the whole. One may stand before a painting and scrutinize one by one the quality or composition of the pigments, the dimensions, design, color, or workmanship of the frame, the quality of the canvas, the artist's name, his technique, or his mastery of proportion or perspective; but if one would judge the picture as a work of art he must either combine his separate judgments of these various aspects or what is more probably, consider all elements simultaneously. He must see it singly *and* see it whole. So with sculpture and architecture and music. Imagination, which, after all, renders the final verdict upon art, defies *mere* analysis; and composition is an art."

On the other hand, Gainsburg insists that general merit begs the question.[2] "It does not define what it indicates and leaves the same diversity of opinion as though no scientific study of teaching composition had even been attempted. There is every

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[1] Hudelson, Earl. English Composition. Its Aims, Methods, and Measurement. Part I, The Twenty-Second Yearbook, National Society for the Study of Education, 1923, p. 55.

[2] Gainsburg, Joseph C. "Fundamental Issues in Evaluating Composition," *Pedagogical Seminary*, Vol. 31, March 1924, pp. 70–71.

chance that those judging by such standard use some favorite quality of their own which colors their opinion of the whole composition. This makes the judgment neither fair, nor one by 'general merit'." The more complex and difficult the elements, the harder they are to analyze, he concludes, and so measurement becomes unreliable on the basis of general merit. In a more recent article Gainsburg discusses this principle again and questions the validity of composition scales as compared with the subjective judgment of teachers.[3] The disagreement does not end here. C. H. Ward[4] writes that general merit does not take care of minimum essentials or so-called "slight errors". He claims that a well-ordered and pleasing theme may be scored below passing after a certain time of the year because of a few errors which show that a pupil has not mastered the rudiments of composition. "No surveyor of educational efficiency, unfamiliar with this variable standard, can evaluate these minutiae, and general impression by a scale method will not accord with the values that teachers must assign at certain times to certain blunders if they are following the strategy of minima." Although placed out of their context, these quotations briefly summarize both sides of the debate. As yet the question remains unanswered.

(d) Diagnosis in Composition.—Neither teachers nor administrators are satisfied any longer with the mere tabulation of scores in any testing program. They expect to be able to make a diagnosis of pupil failure on the basis of well-established standards in order to improve instruction. It is not enough to know that one's class is 2.4 below the national norm for the grade. If the measurement of teaching efficiency is to be based upon the achievements of pupils, and there is every reason to believe that this is coming to be the tendency,[5] then each teacher should be trained in the process of diagnosis or be furnished with such

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[3] Gainsburg, Joseph C. "The Problem of Rating Compositions," *Bulletin of the Department of Elementary School Principals*, Vol. VI, No. 2, January, 1927, pp. 81–87.

[4] Ward, C. H. What is English? Scott, Foresman & Co. 1925, "*The Scale Illusion*," pp. 332–342.

[5] Monroe, W. S. and Clark, J. A. Measuring Teaching Efficiency, Educational Research Circular No. 25, *University of Illinois Bulletin*, Jan. 28, 1924, pp. 14–26.

instruments of measurement as will give her a working basis for the diagnosis of results. Because of this attitude some composition scales and graded composition samples contain analytical comments in terms of merits and demerits.

It must be admitted, however, that no written composition ever can be exactly like a given sample in a scale or in a graded series of annotated papers. It may approximate any one of these, but it hardly can be rated with the same precision as 2 +2 or the spelling of the word "cat". Nevertheless, units of composition which give more than just a score and contain diagnostic notes are much to be desired.

Simultaneously with the growth of composition scales and graded samples, came a multitude of diagnostic tests in the mechanics of composition. These are most valuable when a school system has a set of clearly defined objectives in terms of definite grade standards. (This field will be discussed later.) Such tests are an advance over variable teacher judgment and furnish a desirable basis for remedial instruction.

2. *Previous Investigations*

(a) Objective Composition Scales.—We are now in a position to examine objective composition scales in order to determine how they affect current practice in rating written composition and also to see to what extent they have influenced the present study. In relation to the former, it is not the writer's plan to treat this section in great detail; adequate studies have already been made.[6]

The American pioneer in scale making was Dr. Joseph M. Rice, who in 1903 demonstrated the possibilities of marking papers on a five-point scale—excellent, good, fair, poor, and failure. Although his method was crude and unscientific, his

[6] Webster, E. H. and Smith, D. V. Teaching English in the Junior High School, World Book Co., 1927, Chap. XIII, "Objective Measurement in Composition," pp. 260–296.

Hudelson, Earl. English Composition. Its Aims, Methods, and Measurement. Part 1, The Twenty-Second Yearbook of the National Society for the Study of Education, 1923, Chap. IV, "What Has Been Done," pp. 41–57.

Berman, Samuel. The Lea Plan for Measuring Written Composition, Temple University, 1924 (Unpublished Master's Thesis), pp. 3–10.

use of a five-quality plan has had considerable influence on the methods used in rating composition. Numerous courses of study in English contain samples scored in accordance with a five-quality scale for each grade. Even a recent composition scale shows the influence of Rice's pioneer attempt. It rates composition in Grades 7, 8, and 9 in terms of Quality A, B, C, D, and E.[7]

In 1912 Hillegas produced "A Scale for the Measurement of Quality in English Composition for Young People." It consists of ten compositions arranged with scientific care in the order of value from 0 to 93.7. The steps were not determined on a percentile basis but by the composite judgment of 202 scorers. This scale was followed in 1915 by the Thorndike Extension of the Hillegas Scale and in 1917 by Trabue with the Nassau County Supplement to the Hillegas Scale. None of these scales attempts to analyze the pupils' work in terms of merits or defects. Harlan C. Hines summarizes their limitations as follows: "All three of these scales were designed to measure general merit in written English, but they have been found especially difficult to use, and they are not sufficiently simple to meet the requirements of our present standards of measurements."[8]

A first diagnostic departure from general merit scales was made in 1914 by F. W. Ballou in his "Scales for the Measurement of English Composition," generally known as the Harvard-Newton Composition Scales. In spite of sharp criticism,[9] it cannot be denied that these scales by means of the analysis of each composition in terms of merits, defects, and comparisons make a contribution to diagnostic measurement. In 1917 Breed and Frostic published "A Scale for Measuring the General Merit of English Composition in the Sixth Grade." This too, while presenting a greater homogeneity than the Harvard-Newton Composition Scales and standardizing the conditions under which

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[7] Driggs-Mayhew National Scales for Measuring Compositions, For Junior High School Grades 7, 8, 9. The University Publishing Co., 1927.

[8] Hines, Harlan C. A Guide to Educational Measurements, Houghton Mifflin Co., 1923, pp. 170–171.

[9] Kayfetz, Isidore, "A Critical Study of the Harvard-Newton Composition Scales," *Pedagogical Seminary*, Vol. 23, No. 3, September 1916, pp. 223–347.

pupils write, has negative limitations, and as such does not solve the problem.

In 1918, M. H. Willing produced a scale in which "story value" and "form value" are evaluated. There are eight samples with an accompanying note for each to indicate the number of mistakes in spelling, punctuation, and syntax per hundred words. Story value is found by comparison with the scale; mechanical errors are disregarded for this. Form value is obtained by marking all errors in grammar, punctuation, and spelling; these are counted and the total multiplied by 100. This number is divided by the number of words in the composition in order to find the index of form value. It is obvious that teachers of English do not favor such involved mathematical devices. Then again, the scale has little or no validity from a scientific viewpoint. However, the separation of story from "form" is significant.

"The Minnesota English Composition Scales" by Van Wagenen appeared in 1921. There is a scale for narration, one for description, and another for exposition. Each measures structure, thought, and mechanics in separate values. While they have been derived with the greatest of scientific care, they seem to be too difficult for average use because of the necessary statistical computations.

The general merit scales which have avoided most of the limitations of those already mentioned are "The Hudelson English Composition Scale," 1921, and "The Typical Composition Ability Scale," 1923. They are distinguished for the even spacing between the qualities of consecutive samples, for the scientific control of conditions of testing, and for the appealing subject matter of the assignments. Samples for practice in scoring are appended to each scale; this is an invaluable device to train scorers. These scales do not contain critical notes for each sample.

By far the most significant departure are "The Scales for Measuring Special Types of English Composition" by E. E. Lewis, 1923. There are five scales,—simple order letters, letters of application, simple narrative social letters, expository social letters, and the fifth, narrative compositions on the topic "One

of My Most Interesting Experiences." The first four supply a definite need in the rating of composition. The writing of letters is coming to be the most important subject in written composition and as such will require the special types of specific measurement that these scales attempt.

A study by S. A. Leonard, "Building a Scale of Purely Composition Quality,"[10] offers typical scales of ability in English Composition, without any consideration whatever of mechanics, or form of speech or writing. Critical notes indicate the value and defects of each sample. If teachers can be trained to isolate "purely composition quality" without being influenced by mechanical errors they will find the rating of compositions a much simpler task than it has been so far.

"The Driggs-Mayhew National Scales for Measuring Compositions" for Junior High School, grades 7, 8, and 9, are recent arrivals in this field. There are fifteen samples for each grade, three of each quality—A, B, C, D, and E. The characteristics of these qualities are indicated for each group of three. A feature of these scales is a preliminary oral test-lesson to motivate pupil spontaneity in the following written composition period of fifteen minutes. Tentative median ratings are given in per cents for each quality. As yet, because of its newness, no supplementary reports on the use of these scales or critical studies of the procedure involved are available.

(b) Rating Mechanical Elements.—Valid rating of the mechanical elements of written composition is dependent upon clearly defined specific objectives, properly graded. While there have been dozens upon dozens of tests in this field, those which yield the greatest return to the classroom teacher are chiefly diagnostic in character. However, before these tests can be of greatest service, a number of problems will first have to be settled. Among these are (1) what mechanical abilities in written English are needed by children in their free self-expression life; (2) what are the appropriate school grades in which the development of these abilities should be sought;[11] and (3) what constitutes valid diag-

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[10] *The English Journal*, Vol. XIV, No. 10, December 1925, pp. 760–775.

[11] Guiler, W. S. "Analysis of Children's Writings as a Basis for Instruction in English," *Journal of Educational Method*, Vol. 5, February 1926, pp. 259–264.

nosis?[12] That there is an awareness of such problems is indicated in the painstaking research of the Essentials Committee of the National Council of Teachers of English. A study of twenty-four representative courses of study revealed a startling lack of uniformity concerning the mechanics of composition. "While many new courses include fine graded material worked out in considerable detail, apparently well chosen and practical, no course combines all the desirable qualities.[13]

Assuming that they test that which has been taught or should have been taught, many language, grammar, and punctuation tests are more exact measuring instruments for individual pupil-needs than any composition scale can ever hope to be. Because of this they are being used widely for diagnosing students' shortcomings.[14] In this connection, it is not the purpose of the writer to summarize the investigations in this field. While they are significant, and continue to be increasingly so, they are not the major problem of this study. The stimulus given to this type of measurement in Philadelphia through the efforts of the Division of Educational Research and Results indicates clearly how classroom teachers appreciate the use of such tests and scales.

(c) Other Scoring Devices.—Besides composition scales and tests in mechanical elements, the importance of arbitrary guides for criticising written composition should be considered. While such standards do not have scientific objectivity, they certainly are better than unrestrained subjective judgment. One teacher uses a grade sheet of ten items worked out on a percentile basis; the first six items deal with the mechanics of writing and the last four with intangible details such as interest, originality, effectiveness, organization, effort and appearance.[15] Another presents an arbitrary outline of composition qualities to be used

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[12] Willing, Matthew H. Valid Diagnosis in High School Composition, Teachers College, Contributions to Education, No. 230, 1926.

[13] Camenisch, Sophia C. "Representative Courses of Study in English," *The English Journal*, Vol. XVI, No. 4, April 1927, p. 288.

[14] Guiler, Walter S. "Diagnosing Student Shortcomings in English Composition," *Journal of Educational Research*, Vol. 14, No. 2, September 1926, pp. 112–119.

[15] Holley, Hilda Jane, "Correcting and Grading Themes," *The English Journal*, Vol. XIII, No. 1, January 1924, pp. 29–34.

as a basis for grading.[16] Klapper offers an Analytic Rating Chart to objectify teacher judgment. It has three major divisions with appropriate sub-divisions: I. Content Aspect of Composition. II. Language Aspect. III. Formal Aspect.[17] Other writers give sets of questions to guide the judgment of both pupil and teacher.

(d) COURSES OF STUDY.—An examination of typical courses of study will indicate in a measure the varied type of standards established to measure written compositon.

1. Topeka, Kansas.—A supplement to the English Course of Study is the 1914 *Scale for the Measurement of Merit.* It consists of a series of twenty compositions so arranged as to show a gradual development in thought and in application of the fundamental principles of composition. The making of this scale showed the need of another which would indicate definite standards of technical accomplishment, the unity of purpose in the teaching of composition in the elementary and secondary schools, definite standards for marking attainment, and clear definition of the meaning of symbols used to mark attainment. Therefore, another scale was derived—the 1920 *Scale for the Measurement of Technical Achievement.* This is specifically designed to measure technical ability in composition in the elementary and secondary grades. Each of the twenty compositions have critical comments attached giving the requirements for the grade and an analysis of E, V. G, G, F, and P for the grade. Samples, grades 2B to 6A, are exact reproductions in the handwriting of the pupils.

2. Chicago, Illinois.—Definite standards of achievement are provided in *English in the Elementary Schools, Bulletin No. 21, 1921.* Sample compositions rated in terms of fair, good, excellent and superior, are set up as standards; each has a critical note. Fair is interpreted to mean such a composition as at least 75 per cent of the pupils could equal or excel at the end of the term. These standards were designed originally to measure

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[16] Routh, James, "A Method of Grading English Composition," *The English Journal*, May 1916, pp. 341–345.

[17] Klapper, Paul, Teaching English in Elementary and Junior High Schools, D. Appleton & Co., 1925.

oral composition. However, they have been used widely for both written and oral work because the samples are free from mechanical errors. Although they lack the mathematical precision in their derivation which composition standards are expected to have, the Chicago standards have had a nation-wide influence in the creation of purely local standards.

3. Charleston, Illinois.—*The Course of Study in English for the First Six Grades*, Eastern Illinois State Teachers College, Bulletin No. 74, 1921, gives specimens of children's work in terms of best, good, average, minimum, and not passing. The derivation of these specimens is not indicated. However, each grade has a few specific attainments in mechanics which each child should achieve. The standard for these is 100 per cent.

4. Baltimore, Maryland.—*The English Course of Study for Grades Four, Five, and Six*, 1924, contains grade standards for written composition in terms of superior, excellent, good, fair, and poor composition specimens. Fair, as in Chicago, is understood to mean such a composition which at least 75 per cent of the pupils could equal or excel at the end of the grade. The composition standards based on the consensus of teacher judgment are homogeneous—narrative from experience—and are free from mechanical errors. They are not intended as models to be imitated, but are used as a help to both teacher and pupils in estimating the quality of work done. Technical requirements are listed for each grade, but the specimen compositions are not supplied with critical notes. Instead pupils are given standard "criticism" outlines for the correction of form and content.

5. Minneapolis, Minnesota.—*English in the Elementary Schools, Educational Bulletin, No. 6, 1925*, contains a scale for rating friendly letters, Grades 3–6, and a scale for rating narratives based on personal experience, Grades 1–6. Samples are rated in qualities poor, fair, good, and excellent. Each has an analytical note criticizing content and form. The letters were written without oral preparation and the narratives were compositions given orally and criticized before they were written. No detailed account of procedure is given, but the Bulletin indicates that these standards are tentative. It is recommended, however, that both scales be posted where they can be readily accessible

to the children so that they may use it in comparing and judging their own work.

6. Denver, Colorado.—*The Course of Study Monograph, Number Nine*, English Junior High School, Grades Seven, Eight, and Nine, 1925, contains the Denver Composition Scale. This was devised by grading papers with use of the Nassau County Supplement to the Hillegas scale. From a large number of samples one hundred papers were selected. These were again scored with the same scale by one hundred and thirty-seven English teachers, and given values according to the median judgment. The compositions selected represent percentile points and range from third-grade achievement to college ability. Those which represent the median may be considered satisfactory for the average child. While ability by grades is indicated, no critical notes are appended to the samples.

7. *The Alabama Tentative Course of Study in Language*, Grades I–VI, 1927, uses graded specimen compositions derived for the most part from the Chicago Course and Sheridan's Speaking and Writing English. The course provides specifically for the mastery of mechanical elements by grades. There are, however, only a few critical comments after the compositions set up as standards. (In this connection it can be stated that borrowing standards from other courses seems to be a prevalent practice.)

8. Many textbooks are veritable courses of study which offer specific standards by grades. Where local courses do not contain sample compositions those in textbooks are often used. *Speaking and Writing English*[18] gives such samples, but these are not rated excellent, good, fair, or poor. Instead each is chosen to indicate a big quality of composition; there is no "hair-splitting" analysis of the samples.

3. *A National Questionnaire*

It can be seen at a glance that a mere summary of previous investigations which includes standard and home-made composition scales is not sufficient data upon which to draw valid

[18] Sheridan, Bernard M. Speaking and Writing English, Sanborn and Co., 1922.

conclusions. Therefore, the writer sent the following questionnaire to 525 superintendents of schools representative of every state in the union:[19]

January 27, 1927.

1. Does your course of study in written English contain sample compositions of children's work?

(a) If "Yes", when was the course adopted?

(b) If "Yes", are these samples rated in terms of excellent, good, fair, poor or their equivalent?

(c) If "Yes", are there critical notes added to those samples?

2. If your answer is "No" to the first question, are you planning to introduce such samples into your course?

City.....Signature.....

The good response, probably due to the simplicity of the answers required, was 359 or 68.4 per cent of all the questionnaires sent out. An analysis follows:

1. *Does your course of study in written English contain sample compositions of children's work?*

Cities reporting "Yes":	Cities reporting "No":
76 (21.2%)	283 (78.8%)

(a) *If "yes", when was the course adopted?*

(Cities not reporting data: 8)

Distribution by year of adoption:

1917.....2	1922..... 9
1918.....2	1923..... 8
1919.....1	1924..... 9
1920.....4	1925.....10
1921.....2	1926..... 9
	*1927.....12

* (Includes courses in process of revision)

[19] American Book Company, Public School Statistics, 1925–1926.

(b) *If "yes", are these samples rated in terms of excellent, good, fair, poor, or their equivalent?*

Cities reporting "Yes": 56 (16.2%)

(Two cities report that only "good" samples are used; another, that only "excellent" samples are used.)

(c) *If "Yes", are there critical notes added to these samples?*

Cities reporting "Yes": 47 (13.1%)

2. *If your answer is "No" to the first question, are you planning to introduce such samples into your course?*

Cities reporting intention to include samples:

130 or 45.9% of the cities reporting "No" in Question No. 1

Cities which are not planning:

153 or 54.1% of the cities reporting "No" in Question No. 1

Many cities made comments in replying to this question. The following are a few from cities which intend to include sample compositions:

It is a good idea.

It should be done.

We have our samples collected and specimens chosen. These will appear in next year's course under the caption "Standards in Written Composition."

Yes, I think standards are fine. We like the Chicago English Course of Study.

We have in mind and have had in mind for some time the idea of doing this very thing. We hope to make a beginning this semester.

I believe it would be advantageous. Revision being planned.

Cities not planning to introduce samples commented as follows:

12 reported the use of a composition scale, 3 Hillegas.

9 the Hudelson Typical Composition Scale.

Under advisement.

No, but it should.

No decision yet.

Have not considered it.

Texts give samples.

No, but I can see where it would be of great value. I belive children ought always to see the *ideal*, if possible.

Think plan ought to be carefully considered.

On the basis of these returns it is possible to give partial lists of the cities which have as follows:

I. *Graded Sample Compositions as Standards.**

Oshkosh, Wis.....1926
Escanaba, Mich.....1926
Huron, S. D.....1926
Scranton, Pa.....1926
New Castle, Pa.....1926
New Haven, Conn. (developed during past five years)
Hannibal, Mo.....1925
Denver, Col.....1925
Paterson, N. J.....1925
Detroit, Mich.....1925
Minneapolis, Minn.....1925
Berkeley, Cal.....1925
Hartford, Conn.....1925
Akron, Ohio.....1924
Baltimore, Md.....1924
Stillwater, Minn.....1924
Altoona, Pa.....1924
San Francisco, Cal.....1924
Okmulgee, Okla.....1923
Jackson, Mich.....1923
Nampa, Idaho.....1923
Hamtramck, Mich.....1923
Chicopee, Mass.....1923
Sault Ste. Marie, Mich.....1922
Lawrence, Mass.....1922
Joliet, Ill.....1922
Orange, N. J.....1922
Wyandotte, Mich.....1922
Boston, Mass. (in some grades).1922
Chicago, Ill.....1921
Mason City, Ia.....1920
Topeka, Kansas.....1920
Providence, R. I.....1918

II. *Samples without Critical Notes:*

Alabama State Course 1927

Cicero, Ill.....1927
Davenport, Ia.....1926
Cheyenne, Wyo.....1926
McKeesport, Pa.....1926
Grand Island, Mich.....1926
Evanston, Ill.....1925
Clinton, Ia.....1925
East Orange, N. J.....1925
Holyoke, Mass.....1924
Rutland, Vt.....1924
Fort Smith, Ark.....1924
Fall River, Mass.....1924
Norfolk, Va.....1923
Birmingham, Ala.....1923
Laramie, Wyo.....1923
Highland Park, Mich..... 1922
Des Moines, Ia.....1922
La Crosse, Wis.....1922
Santa Barbara, Cal.....1921
Alton, Ill.....1920
Denison, Texas.....1920
Cranston, R. I.....1919
Montana State Course.....1918
Mount Vernon, N. Y.....1917

* The writer will be glad to receive additions to these lists. He invites correspondence.

III. *Standards to be Included in Courses Now Being Revised* (Some time in 1927):

Saginaw, Mich.
Fargo, N. D.
Grand Rapids, Mich.
Minneapolis, Minn. (revision of tentative standards)
Annapolis, Md.
Quincy, Mass.
Clarksburg, W. Va.
Gary, Indiana
Kansas City, Mo.

4. *Summary*

At present there is no single tendency which predominates. There is a variety of tendencies. The most representative will be briefly summarized.

(a) City school systems have taken their cue from the makers of standard composition scales. An attempt is being made to produce similar scales based upon local products. In most cases, however, these local products do not have scientific validity, but because they have been derived from actual classroom work in a given city and represent voluntary participation by the local teaching staff, they arouse more enthusiasm and interest in objective measurement than an outside scale. Home-made standards seem to be in order.[20]

(b) The use of well-known objective scales derived with scientific precision seems to be restricted more and more to state and city surveys rather than active classroom use. Teachers are not generally willing to take time to practice in order to increase their own reliability and reduce variations in judgment. Says Leonard, "Experience with using a scale really reduces these variations; but it has not been proved that this reduction is any greater than would be produced by a similar expenditure of time and effort by the same teachers in marking the same number of themes without a scale and discussing wide diversities of grading."[21]

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[20] Wohlfarth, Julia H. Self-Help Methods of Teaching English, World Book Co., Chap. XI, "Composition Standards and Measuring Scales," 1925.
[21] *The English Journal*, Vol. XIV, No. 10, December 1925, p. 761.

(c) As indicated by the writer's national questionnaire, the tendency to include graded annotated composition samples as standards, seems to be growing each year—130 cities which do not have them as standards plan to do so in the near future. The present study is in accord with this tendency.[22]

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[22] Abbott, Allan, et al. Composition Standards. A Study based on Themes from the Washington Irving High School, New York City, Bureau of Publications, Columbia University, 1927.

CHAPTER III

Procedure

1. *Obtaining the Compositions*

In order to begin this study, official permission was secured as follows:

MEMORANDUM

In re: Authorization of Mr. Berman to Conduct an Experiment in Certain Schools Looking Toward the Establishment of Composition Standards

A conference was held, January 26, in which were present Associate Superintendents Oliver P. Cornman and Armand J. Gerson, Philip A. Boyer, Director of Research, and Mr. Berman, principal of the W. S. Peirce School.

It was agreed to permit Mr. Berman to try out his suggestion in certain schools in District No. 2. The District Superintendent is to be asked to co-operate and to give Mr. Berman an opportunity to present his plan to the principals. Specimen copies of compositions which have been graded by the teachers will be sent to Mr. Berman. Mr. Berman will be personally responsible for any subsequent work involving volunteer service of teachers outside of school hours. It was agreed that any such volunteer service shall be strictly voluntary. In conclusion it was decided that the granting of this permission to Mr. Berman was not to be interpreted as the establishment of a policy by which we would hereafter permit research students employed in our schools to conduct investigations of similar character, but that we are authorizing this particular investigation in order that we might experiment with the policy and note the reaction of principals and teachers in this connection.

Armand J. Gerson.

The next step was to select representative schools so as to include the widest possible range of achievement in the district. Ten schools were selected as follows:

School A. School population in terms of racial background: Italian 40 per cent, colored 30 per cent, remainder of various nationalities. Home environment generally poor. Neighborhood is residential. There are several churches. General occupational activity of parents: laborers, cart drivers, clerks.

School B. School population in terms of racial background: Italian 80 per cent, colored 10 per cent, Jewish 5 per cent, miscellaneous 5 per cent. School neighborhood of the foreign quarter type; small streets, small houses, crowded living conditions, and little home care or guidance. Occupational activities of parents include laborers, tailors, hucksters, vendors, trade-mechanics, and some musicians, lawyers and doctors.

School C. Colored and white pupils. The latter of Irish or Jewish descent. Colored pupils live in poor homes, with both parents usually out at unskilled labor and domestic service. Whites only a little better, with Jewish storekeepers supplying neighborhood needs.

School D. Evenly divided pupilage of white and colored pupils living in a residential section bordering on coalyards, mills, an automobile factory, and railroad. Neighborhood rapidly deteriorating both in economic status and general appearance. A Catholic parochial school is nearby. General occupational activity of parents is unskilled labor or domestic service. Colored pupils are from families of the latest Southern exodus to the North.

School E. Entire school population colored. Neighborhood is a residential section of small homes rapidly changing into a rooming house district. General occupational activity of parents is predominantly unskilled labor and domestic service. A few parents are professional men. Many of the pupils come from families which have recently emigrated from the South.

School F. Pupilage: 40 per cent Italian, remainder native American ancestry. Home environment is generally satisfactory. Parents are thrifty and work in gas works and electric power stations in South Philadelphia. There are a few merchants and musicians.

School G. Pupilage is predominantly of native American ancestry now living in comfortable homes erected during Sesqui-Centennial period. Economic status, however, is inferior. As a rule both father and mother go out to work. There is no dominant neighborhood occupation, many trades being represented.

School H. In a distinctly poor neighborhood. Pupilage of Italian descent; their homes range from poor to comfortable. Fathers are unskilled laborers or mechanics.

School I. School population: Italian 50 per cent, Polish 12 per cent, a few Jewish, remainder Americans of Irish ancestry. Home environment generally good. School situated on the outskirts of a very high-class residential neighborhood on one side, from which only a few pupils attend, and on the other a section which shows signs of deterioration due to a floating population. School is surrounded by a large parochial school neighborhood. The Polish laborers work chiefly at oil and gas works. The Italians are laborers with some professional men among them. A few are in the army and navy. The remainder are clerks or mechanics.

School J. School population: Second generation Polish, Lithuanian, about 33 1-3 per cent, second generation Italian about 33 1-3 per cent, remainder of native American stock, Irish of about third generation, and a few colored. Neighborhood is rather low class residential, although a number of newer houses are now being built. Occupational activity of parents is largely unskilled labor. Many of the fathers are employed in oil refineries. A large percentage of mothers go out to service. In many homes English is a foreign language; the parents can neither speak, read, nor write it. Money is not plentiful; some families are dependent on charity. Living conditions in many cases are on an extremely low level.

The schools having been selected, the next step was to obtain the compositions. In order to standardize the details of procedure the following instructions were sent to principals and teachers:

To the Principals:
In Re: A Study of Standards in Written Composition

I. Purpose

To establish standards in written composition, grades 3B to 8B inclusive, in District Two.

II. Procedure

A. Collection of Data

1. Please send to the William S. Peirce School, 24th and Christian Streets, on or before Friday, February 25, 1927, *ten* representative papers for each *grade section* in your organization, 3B to 6B, inclusive, selected on the basis of general merit as follows:

2 papers to which the teacher assigned EXCELLENT
2 papers to which the teacher assigned GOOD
2 papers to which the teacher assigned FAIR
2 papers to which the teacher assigned POOR
2 papers to which the teacher assigned VERY POOR

(Note that 3 B to 6B represents seven different grade-sections. Such an organization would submit a total of 70 papers—ten for each grade-section, not ten for each class.

If there should not be the required number of papers in each of the above grade-sections send as many as selected.)

2. Also send *twenty* representative papers for each *grade-section* in your organization, 7A to 8B, inclusive, selected on the basis of general merit as follows:

4 papers to which the teacher assigned EXCELLENT
4 papers to which the teacher assigned GOOD
4 papers to which the teacher assigned FAIR
4 papers to which the teacher assigned POOR
4 papers to which the teacher assigned VERY POOR

(Note that 7A to 8B represents four grade-sections. Such an organization would submit a total of 80 papers—twenty for each grade-section, not twenty for each class.

If there should not be the required number of papers in each of the above grade-sections send as many as selected.)

3. The following standard requirements are to be observed:

a. Compositions are to be selected from the regular written composition work of Thursday, February 17th and Friday, February 18th. Letters or technical drill exercises are not to be selected.

b. Teachers should follow instructions in detail. (See letter to teachers.)

c. *Where there are more grade-sections than one, the principal will select the required number of representative samples.*

B. Number of papers Anticipated

* SCHOOLS	8B	8A	7B	7A	6B	6A	5B	5A	4B	4A	3B
A	20	20	20	20	10	10	10	10	10	10	10
B	20	20	20	20	10	10	10	10	10	10	10
C	20	20	20	20	10	10	10	10	10	10	10
D	20	20	20	20	10	10	10	10	10	10	10
E	20	20	20	20	10	10	10	10	10	10	10
F					10	10	10	10	10	10	10
G					10	10	10	10	10	10	10
H					10	10	10	10	10	10	10
I					10	10	10	10	10	10	10
J					10	10	10	10	10	10	10
Total	100	100	100	100	100	100	100	100	100	100	100

Grand Total....1100 papers

* (In the original letter the names of the schools were included. Please note also that in the first five schools the number of papers are doubled in Grades 8B, 8A, 7B, 7A. This was done because the number of 7th and 8th Grades were fewer than the lower grades. For administrative reasons no junior high school was included.)

To the Teachers:

In Re: A Study of Standards in Written Composition

I. Purpose

To establish standards in written composition, grades 3B to 8B inclusive, in District Two.

II. Procedure

The following standard requirements are to be observed:

1. The Time—Compositions are to be selected on the basis of general merit from the regular written composition work of Thursday, February 17th and Friday, February 18th. Letters or technical drill exercises are not to be selected.

2. The Topic—Consult your course of study in English for a topic which conforms to *your* grade.

3. The Paper—Use white examination paper 8½″ x 11″. In grade 3B use 7 ′ x 8½″, ½″ spacing. Ink or pencil optional.

4. *Teaching Method and Time Allotment* (Based upon Course of Study).

Thursday, February 17th, is for oral preparation and Friday, February 18th, is for written work and correction as follows:

A. *Grades 3–4*

Thursday—Oral Preparation.....20 minutes
Friday—Review of oral preparation..... 5 minutes
Written work.....20 minutes
* Correction of papers by pupils..... 5 minutes

B. *Grades 5–6*

Thursday—Oral Preparation.....25 minutes
(including board and seat outlines in grade 6)
Friday—Review of oral preparation..... 5 minutes
Written work.....25 minutes
* Correction of papers by pupils.....10 minutes

C. *Grades 7–8*

Thursday—Oral Preparation.....25 minutes
(including board and seat outlines)
Friday—Review of oral preparation.....10 minutes
Written work.....30 minutes
* Correction of papers by pupils.....10 minutes

D. Read these important quotations on method from the course of study in English:

1. "In order to preserve freedom of expression in the written work it is important that each written lesson be preceded by definite oral preparation." —p. 79.

2. "Pupils should be encouraged to write without interruption, leaving possible errors for later correction. When the written work is finished, pupils should go over it carefully and correct obivous errors."—p. 83.

3. "The teaching is based throughout upon oral lessons and proceeds from the writing of easy sentences on topics within the child's experience through the writing of short stories and descriptions, to the formulation of simple expositions and arguments in the higher grades."—p. 4.

III. Marking of Papers

1. Papers are to be marked on the basis of general merit. Granting that there are many specific qualities to consider, the mark, nevertheless, is to represent a general impression judgment. At the top of the paper write excellent, good, fair, poor, or very poor. (See Marking Instructions by Grades.)

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* Pupils who finish before the time allotted may write a copy of their corrected work. No extra time, however, is to be granted.

IV. Selection of Representative Papers

1. *Grades 3B–6B inclusive:*

Send to the principal of your school on or before Wednesday, February 23rd, *ten* representative papers selected on the basis of general merit as follows:

2 papers to which you assigned Excellent
2 papers to which you assigned Good
2 papers to which you assigned Fair
2 papers to which you assigned Poor
2 papers to which you assigned Very Poor

2. *Grades 7A–8B inclusive:*

Send to the principal of your school on or before Wednesday, February 23rd, *twenty* representative papers selected on the basis of general merit as follows:

4 papers to which you assigned Excellent
4 papers to which you assigned Good
4 papers to which you assigned Fair
4 papers to which you assigned Poor
4 papers to which you assigned Very Poor

V. Marking Instructions by Grades

1. In determining the general merit of a composition certain elements peculiar to the Philadelphia course of study in English should be considered.

Grade 3B

a. In this grade pupils are to acquire the ability to express their thoughts in simple, but reasonably correct, written form.—p. 51.

b. Clearness and fluency in expression to be emphasized.—p. 61.

c. The idea that a *sentence* is the expression of a thought.—p. 61.

d. Spelling, punctuation, and vocabulary to conform to the requirements of the grade.

Grade 4A

a. Emphasis upon the correctness of written work.—p. 77.

b. Encourage freedom of expression.—pp. 82–83.

c. "*Sentence consciousness.*"—p. 77.

d. Spelling, punctuation, and vocabulary to conform to the requirements of the grade.

Grade 4B

a. Emphasis upon the correctness of written work.—p. 77.

b. Definite instruction in the sentence as a group of words expressing a complete thought.—p. 83.

c. Spelling, punctuation, and vocabulary to conform to the requirements of the grade.

Grades 5A–5B

a. The work in this grade aims at the development of the power of free and correct written expression. The structure of the *paragraph* receives consideration for the first time, special attention being given to the principle of unity.—p. 103.

b. A *paragraph* must proceed from a definite beginning, through a definite middle, to a definite conclusion.—p. 112.

c. Spelling, punctuation, grammar, and vocabulary to conform to the requirements of the grade.

Grades 6A–6B

a. The work in written English in Grade Six is a direct continuation and extension of the work of Grade Five. The power of free and correct written expression . . . is to receive further development. The work in formal composition through study of paragraph structure is also to receive fuller treatment in Grade Six, particular attention in this grade being given to the *principle of emphasis.*

b. Spelling, punctuation, grammar, and vocabulary to conform to the requirements of the grade.

Grades 7A–7B

a. The work in written English in Grade Seven is a direct continuation and extension of the work in Grades Five and Six.—p. 163.

b. Principles of unity and emphasis receive further application and are supplemented by the principle of *coherence.*—p. 163.

c. Practice given in the writing of three-paragraph compositions.—p. 171.

d. Spelling, punctuation, grammar, and vocabulary to conform to the requirements of the grade.

Grades 8A–8B

a. Principles of unity, emphasis, and coherence taught in the preceding grades are to be definitely reviewed and conisstently applied.—p. 194.

b. Spelling, punctuation, grammar, and vocabulary to conform to the requirements of the grade.

2. Handwriting and the appearance of the paper are, in this study, to be ignored.

Thanking you for your co-operation, I am,

Very sincerely yours,

P.S.—If there should not be the required number of papers in each of the above grades send as many as selected to the office.

In accordance with these instructions, 1085 papers were received at the Wm. S. Peirce School. After discarding 5 papers for total illegibility, 3 for missing pages, and 7 for wrong assignments, the grand total of papers selected for this study was:

Grade	*No. of Papers*
3B	100
4A	95
4B	100
5A	100
5B	100
6A	100
6B	100
7A	93
7B	93
8A	89
8B	100
Grand Total	1070

2. *Scoring the Compositions*

Just as an effort was made to secure a representative sampling of papers, so an attempt was made to find scorers who would be representative of the teaching staff of the district. A copy of the following letter was sent to every teacher:

To the Teacher:

Every educational problem in research requires for its solution the sympathetic co-operation of more than one person. "The District Two Study of Standards in Written Composition" is such an enterprise which calls for the assistance of at least one hundred teachers. While, in a personal sense, this

study meets a college requirement, the most important factor to be considered is that it looks towards being a genuine, educational contribution to teachers, student-teachers, and principals.

May I therefore request that you signify your willingness *now* to mark one set of papers at the William S. Peirce School some day after school or on Saturday morning at any convenient time during the period Thursday, March 3rd to Wednesday, March 16th. (When a teacher has scored *one* set of papers her work is done. There are no other requests.)

Your principal can furnish other details and a form for your signature.

Thanking you for your earnest co-operation, I am,

Very sincerely yours,

The response was gratifying; 85 teachers came to mark a set of papers; 14 of these teachers volunteered to score an extra set. Thus the 99 scorers (9 for each grade-section) necessary to this study were secured through voluntary co-operation. In years of teaching experience they ranged from 9 months to 24 years, with a median teaching experience of 5 years and 8 months.

The scoring procedure follows:

a. Each teacher was given a copy of "Marking Instructions by Grades" and was asked to score a set of composition papers belonging to the grade with which she was most familiar. This meant marking approximately 100 papers on the basis of general merit in terms of Excellent, Good, Fair, Poor, or Very Poor.
b. Since the papers had already been marked once as submitted by the classroom teacher, it was thought best to have them scored nine times more, each time by a different scorer or judge. This would give a total of ten judgment marks for each paper, or in all a total of 10,700 judgment marks for the complete set of papers, Grades 3B to 8B inclusive.
c. The original mark was concealed and each teacher was supplied with a score sheet to record her marks. All of these marks were transcribed to master sheets.
(See Appendix pp. 160–183).

3. *Selecting the Most Representative Compositions*

For the purposes of this study those papers which showed the greatest uniformity of judgment would be most desirable and those which showed the greatest variation would be least desirable. It would be necessary to find at least four papers of each quality (Excellent, Good, Fair, Poor, Very Poor) within each grade to be used as a reasonable working basis. If arbitrary weights were assigned to each quality, *i. e.*, Excellent 5, Good 4, Fair 3, Poor 2, Very Poor 1, it would be possible to select those papers which showed greatest uniformity. Thus perfect scores would be Excellent 50, Good 40, Fair 30, Poor 20, Very Poor 10—or ten similar scores for each paper. In this case, to have found the median for each paper would not show its relative position nearly so well as the weighting method.

Even with 1070 papers from which to make a selection it was difficult to find 20 papers for each grade. In all there were only 44 compositions in which the scores were in absolute agreement—less than 5 per cent of all the compositions: E's 7, G's 3, F's 9, P's 11, V. P.'s 14. However, there were 109 papers with nine scores in agreement. On the basis of the 220 papers selected the representation is as follows:

No. of Papers	*No. of Similar Scores*	*Percent of 220*
44	10 (Perfect Agreement)	20.0%
109	9 (all but one)	49.5%
59	8 (all but two)	26.8%
8	7 (all but three)	3.7%

The following summary gives the complete weighted composition scores by grades:

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES
GRADE 3B

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
1	10					50	E
4	9	1				49	E
5	9	1				49	E
9	8	2				48	E
28		9	1			39	G
32		8	2			38	G
35	1	9				41	G
36	1	9				41	G
43			9	1		29	F
45		1	9			31	F
55			10			30	F
56			10			30	F
57				10		20	P
68				9	1	19	P
69				10		20	P
76				8	2	18	P
90					10	10	VP
91					10	10	VP
95					10	10	VP
100				2	8	12	VP

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES
GRADE 4A

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCOR
103	8	2				48	E
105	8	2				48	E
116	9	1				49	E
117	10					50	E
124		8	2			38	G
128	1	8	1			40	G
132		8	1	1		37	G
134		9	1			39	G
150			9	1		29	F
151			8	2		28	F
155		1	9			31	F
157		1	9			31	F
158			2	8		22	P
161			2	8		22	P
173			2	8		22	P
176			1	9		21	P
179				1	9	11	VP
187				2	8	12	VP
190					10	10	VP
191				1	9	11	VP

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES

GRADE 4B

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
207	10					50	E
208	9	1				49	E
214	9	1				49	E
215	9	1				49	E
226	2	8				39	G
227	3	7	1			43	G
230	1	8	2			40	G
231	1	7	8			39	G
240			8	2		28	F
248			9	2		28	F
251			8	1		29	F
253		1	1	1		30	F
259			2	9		21	P
265				8		22	P
266				9	1	19	P
271				10		20	P
272				10		20	P
275				1	9	11	VP
284				1	9	11	VP
288				2	8	12	VP

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES

GRADE 5A

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
305	9	1				49	E
306	9	1				49	E
314	7	2	1			46	E
317	7	2	1			46	E
323	1	9				41	G
326		8	2			38	G
327		8	2			38	G
341		1	9			31	F
351			9	1		29	F
353			10			30	F
354		1	7	2		29	F
356				9	1	19	P
365			1	9		21	P
366			1	9		21	P
370				10		20	P
373				1	9	11	VP
377					10	10	VP
383				1	9	11	VP
389					10	10	VP
393		10				40	G

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES

GRADE 5B

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
403	8	2				48	E
404	8	2				48	E
406	7	3				47	E
418	8	2				48	E
422	1	8	1			40	G
424	1	9				41	G
432		10				40	G
434		8	2			38	G
440			9	1		29	F
441		2	8			32	F
449			9	1		29	F
459		2	8			32	F
460			1	9		21	P
473				9	1	19	P
474				9	1	19	P
476		1		9		22	P
496			1		9	12	VP
497				1	9	11	VP
498				1	9	11	VP
499				2	8	12	VP

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES

GRADE 6A

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
503	7	3				47	E
506	8	2				48	E
513	7	3				47	E
514	8	1	1			47	E
517	2	8	2			38	G
520		8	2			38	G
522		8				42	G
535		8	2			38	G
536		2	8			32	F
538			10			30	F
540			8	2		28	F
544			10			30	F
557				9	1	19	P
558				9	1	19	P
559				9	1	19	P
575			1	9		21	P
584				2	8	12	VP
586				1	9	11	VP
588				1	9	11	VP
589				1	9	11	VP

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES
GRADE 6B

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
607	8	2				48	E
608	8	2				48	E
610	9		1			48	E
619	1	8	1			40	G
621		8	2			38	G
624	1	8	1			40	G
626	1	8	1			40	G
641			10			30	F
645		1	9			31	F
646			10			30	F
647			8	2		28	F
660				10		20	P
663				10		20	P
667				9	1	19	P
670				10		20	P
681			1		9	12	VP
684					10	10	VP
692					10	10	VP
694					10	10	VP
698	10					50	E

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES
GRADE 7A

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
701	8	2				48	E
711	8	1	1			47	E
712	8	2				48	E
715	9	1				49	E
717		9	1			39	G
718	1	9				41	G
723		9	1			39	G
726		9		1		38	G
735			9	1		29	F
741			10			30	F
743			10			30	F
749			9	1		29	F
753				10		20	P
761				10		20	P
767			1	9		21	P
771			2	8		22	P
772				1	9	11	VP
775					10	10	VP
779					10	10	VP
784					10	10	VP

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES
GRADE 7B

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
805	9	1				49	E
806	9	1				49	E
807	9		1			48	E
809	8	1	1			47	E
812	1	9				41	G
830	1	9				41	G
832		9		1		38	G
833		9	1			39	G
836		1	8	1		29	F
844		1	9			31	F
847			9	1		29	F
852			9	1		29	F
855				9	1	19	P
857				9	1	19	P
866				9	1	19	P
871			1	9		21	P
873				1	9	11	VP
874					10	10	VP
877				1	9	11	VP
883				1	9	11	VP

TABLE III (*Continued*)
WEIGHTED COMPOSITION SCORES
GRADE 8A

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
902	8	2				48	E
903	9	1				49	E
907	8	2				48	E
908	9	1				49	E
912	1	9				41	G
915	2	8				42	G
918		9	1			39	G
927		9	1			39	G
931			9	1		29	F
935		1	9			31	F
942			10			30	F
946			9	1		29	F
950				9	1	19	P
956			1	9		21	P
962				9	1	19	P
963				9	1	19	P
968					10	10	VP
970					10	10	VP
976					10	10	VP
981				1	9	11	VP

TABLE III (*Continued*)

WEIGHTED COMPOSITION SCORES

GRADE 8B

NO. OF COMPOSITION	5	4	3	2	1	TOTAL	SCORE
1003	10					50	E
1004	10					50	E
1009	10					50	E
1014				10		20	P
1015				10		20	P
1018			1	9		21	P
1027			1	9		21	P
1033		9	1			39	G
1034		9	1			39	G
1041		10				40	G
1044		9	1			39	G
1058		1	8	1		30	F
1060			9	1		29	F
1063		1	9			31	F
1065			9	1		29	F
1068				1	9	11	VP
1069				1	9	11	VP
1072				1	9	11	VP
1073				2	8	12	VP
1096	10					50	E

4. *Checking the Compositions*

While a composite of multiple teacher judgment is more reliable than individual judgment, it certainly is not so reliable as to be accepted without some objective check. For this reason each of the 200 compositions selected was scored ten times with the use of the Hudelson English Composition Scale by trained experts. These experts are on the staff of the Central High School, St. Paul, Minnesota, a school which has produced the Saint Paul Central High School Composition Scale.

The following brief summary indicates their training and experience:

Scorer	*No. of Years of Teaching Experience*	*No. of Years of Experience With the Hudelson Scale*
1	14	5
2	25	3
3	17	5
4	15	5
5	18	5
6	13	2
7	18	5
8	15	3
9	14	3
10	15	5

The most important check, however, was to determine each composition's approach to the national standards set up by Hudelson for the grade concerned.[1] If "fair" represents a quality midway between excellent and very poor, then the national standards which are the median or middle scores could be interpreted as the "fair" standard for the grade on the basis of a five-point quality grouping. With this in mind the writer had the compositions scored by these ten experts. The tabulation of scores follows:

[1] Hudelson, Earl. Hudelson English Composition Scale, World Book Co. 1921, pp. 22–23.

TABLE IV
HUDELSON SCORES
GRADE 3B

PAPER NO.	SCORER 1	2	3	4	5	6	7	8	9	10	MEDIAN SCORE
1	2.3	2.9	2.8	2.0	2.5	2.2	2.5	3.0	3.5	3.0	2.7
4	2.2	2.0	2.8	2.0	2.4	2.0	2.7	2.8	3.0	2.8	2.6
5	2.3	2.5	2.4	2.3	2.6	2.2	2.6	2.9	3.2	2.8	2.6
9	2.4	2.8	2.2	2.5	2.5	2.2	2.5	2.7	3.2	2.9	2.6
28	2.2	2.3	1.9	2.3	2.5	2.2	2.3	2.5	3.4	2.7	2.4
32	2.2	1.5	2.4	2.0	2.3	2.0	2.0	2.3	2.8	2.6	2.3
35	2.3	2.3	2.2	2.0	2.4	2.2	2.5	2.6	2.9	2.7	2.4
36	2.2	2.2	2.2	2.3	2.3	2.3	2.3	2.5	2.9	2.6	2.4
43	2.2	1.4	1.6	2.0	2.0	2.0	2.0	2.6	2.7	2.5	2.1
45	2.2	1.5	1.7	2.0	2.2	1.8	1.8	2.3	2.5	2.4	2.2
55	2.1	1.3	1.4	1.8	1.4	1.8	1.8	2.0	2.0	2.2	1.9
56	2.2	1.9	1.6	1.8	1.8	1.8	1.8	2.0	2.2	2.2	1.9
67	2.0	0.5	1.4	1.6	1.6	1.7	1.4	1.8	1.7	2.0	1.7
68	2.0	0.7	1.0	1.3	1.2	1.8	1.4	1.6	1.5	1.5	1.5
69	1.8	0.5	1.0	1.1	0.9	1.5	1.2	1.3	1.3	1.3	1.3
76	1.8	0.6	0.7	1.0	1.1	1.3	0.9	1.0	1.0	1.0	1.1
90	1.5	0.9	0.8	0.8	1.0	1.0	0.8	1.5	1.4	1.0	1.1
91	1.0	0.4	0.5	0.4	0.2	0.0	0.6	0.5	0.4	1.0	0.5
95	1.1	0.5	0.6	0.4	0.5	0.3	0.7	0.6	0.6	0.4	0.6
100	1.1	1.0	0.7	0.3	1.0	0.4	0.4	0.7	0.6	0.5	0.7

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 4A

PAPER NO.	SCORER 1	2	3	4	5	6	7	8	9	10	MEDIAN SCORE
103	3.0	3.0	3.8	3.4	3.5	3.0	3.0	3.0	3.2	3.0	3.1
105	3.0	2.6	4.0	3.0	3.8	2.5	2.8	2.9	3.0	2.8	3.0
116	3.2	3.2	3.3	3.0	3.9	2.8	3.0	3.2	3.8	2.6	3.2
117	3.3	3.8	4.2	4.1	4.0	3.2	3.0	3.0	4.0	4.0	3.9
124	3.0	2.3	3.0	2.6	3.0	3.0	2.8	2.6	2.6	2.6	2.8
128	2.7	1.8	2.2	2.0	2.5	2.5	2.0	2.3	2.0	2.4	2.3
132	2.5	1.6	2.2	1.3	2.8	2.0	2.2	2.2	2.0	2.3	2.2
134	2.6	2.8	3.2	3.0	2.7	3.0	2.5	2.8	2.7	2.5	2.8
150	2.0	2.2	1.7	2.7	2.2	2.3	1.8	2.3	2.5	2.6	2.3
151	1.9	2.1	2.0	1.3	2.2	2.1	1.6	2.2	1.8	1.7	2.0
155	1.9	2.9	2.8	2.7	2.5	2.0	2.0	2.6	2.5	1.5	2.6
157	1.5	1.9	2.0	1.4	2.3	2.1	2.2	2.4	1.7	1.4	2.0
158	1.2	1.6	1.5	1.4	1.1	1.8	1.1	2.0	1.6	1.3	1.5
161	1.2	0.7	1.3	1.2	1.1	1.5	0.8	1.9	1.0	1.3	1.3
173	1.4	0.9	1.4	1.3	1.3	1.7	0.8	1.8	1.2	1.5	1.4
176	1.1	1.3	2.0	2.0	1.0	1.9	1.0	1.7	2.1	1.2	1.6
179	1.4	1.7	1.2	1.2	1.5	1.5	0.8	1.9	1.4	1.0	1.5
187	1.3	0.6	1.0	0.6	1.2	1.3	0.7	1.4	1.0	1.2	1.2
191	1.0	0.8	1.0	0.8	0.9	1.0	0.8	1.1	0.6	1.0	1.0
190	1.0	0.6	1.3	0.4	0.8	1.0	0.6	0.8	0.5	1.0	0.9

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 4B

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
207	3.8	2.9	3.0	2.2	3.0	4.2	2.5	3.1	3.2	3.4	3.1
208	3.9	3.2	2.8	2.2	3.0	4.3	2.6	3.2	2.9	3.6	3.2
214	3.8	3.0	3.2	2.3	3.2	4.7	2.8	3.2	3.0	3.0	3.2
215	3.5	2.8	3.0	2.3	3.3	4.0	2.8	3.1	2.7	3.0	3.1
226	3.3	2.6	2.5	2.0	2.8	3.2	2.5	2.7	1.8	2.6	2.7
227	3.3	2.5	2.5	2.1	2.8	3.2	2.4	2.6	2.0	2.6	2.6
230	3.2	2.1	2.7	2.3	1.1	3.3	2.3	2.0	1.9	2.4	2.4
231	3.2	2.9	2.4	2.2	3.3	3.4	2.0	2.7	2.4	2.9	2.9
240	3.0	1.6	2.2	1.6	1.6	2.5	1.6	1.5	1.8	2.0	1.8
248	3.0	1.5	2.0	1.8	1.3	2.2	1.3	1.3	1.6	2.1	1.8
251	3.0	1.8	2.0	1.6	1.6	2.4	1.8	1.2	1.6	2.0	1.9
253	2.6	2.3	1.8	1.8	2.2	3.1	1.6	2.3	2.0	1.8	2.2
259	2.6	2.0	2.0	1.3	1.3	2.0	1.3	1.7	1.7	2.0	1.9
265	2.5	2.5	2.3	2.0	1.2	2.2	1.2	1.2	1.2	2.4	2.2
266	2.4	2.2	1.2	2.0	1.0	2.2	1.0	1.0	1.4	2.1	1.8
271	2.2	1.5	1.4	1.8	0.9	2.0	1.3	1.3	1.7	1.5	1.6
272	2.2	1.6	1.5	1.6	1.0	1.8	1.8	1.2	1.5	1.5	1.6
278	2.0	0.5	1.2	1.0	0.5	1.4	1.0	0.8	0.5	1.1	1.1
284	2.2	1.8	1.0	1.3	0.8	1.8	0.8	0.7	1.2	0.9	1.2
288	2.1	1.0	1.2	1.2	0.6	2.3	1.0	0.9	1.5	1.5	1.3

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 5A

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
305	4.0	4.7	3.6	5.0	4.0	5.2	4.8	3.8	4.5	3.8	4.3
306	4.8	4.5	4.2	5.3	3.8	5.0	5.0	4.1	4.7	5.0	4.8
314	4.6	4.4	3.8	4.7	4.0	4.8	4.7	4.0	4.9	4.5	4.6
317	4.3	4.0	4.2	4.3	4.1	4.5	4.5	4.1	4.9	4.2	4.3
323	4.0	4.4	3.5	4.0	4.0	4.5	4.3	3.7	4.5	4.0	4.1
326	3.7	2.8	3.8	2.8	2.9	3.1	3.5	3.9	3.0	3.5	3.4
327	3.5	2.9	3.2	2.5	3.0	3.0	3.5	4.0	3.0	3.0	3.1
341	3.6	4.2	3.4	3.2	3.1	4.0	3.3	3.5	2.8	3.4	3.5
351	3.0	2.5	2.7	2.1	2.5	2.7	2.5	3.2	2.7	2.9	2.8
353	2.0	2.2	2.4	1.8	2.4	2.2	2.0	3.0	2.1	1.8	2.2
354	2.0	2.6	2.3	1.8	2.3	2.0	2.2	3.1	2.3	1.7	2.3
356	1.7	1.5	1.2	1.1	0.8	1.5	1.1	1.4	1.0	1.5	1.4
365	1.9	1.8	1.3	1.2	2.0	2.0	1.0	1.5	2.0	1.6	1.8
366	2.1	1.3	1.5	0.8	1.0	1.5	0.8	1.5	1.7	1.4	1.5
370	1.6	1.9	1.7	1.0	0.9	2.0	0.6	1.4	1.6	1.6	1.7
373	1.2	0.7	1.0	1.0	0.7	1.2	0.8	1.1	1.0	1.1	1.1
377	1.1	0.5	0.5	1.5	0.5	1.5	0.8	1.0	1.0	0.6	1.0
383	1.3	0.6	1.2	0.5	0.4	1.2	0.5	0.8	0.8	0.5	0.8
389	1.5	0.8	1.1	0.7	1.0	1.8	0.7	1.7	1.2	1.0	1.1
393	3.5	3.3	2.8	3.0	3.0	3.5	3.0	3.4	3.0	2.7	3.1

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 5B

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
403	3.5	4.2	3.5	4.0	3.3	4.5	3.8	3.6	3.3	4.5	3.8
404	4.5	5.0	4.8	4.6	5.0	5.2	4.2	4.5	4.2	5.0	4.1
406	3.3	3.2	4.0	4.0	4.2	4.2	3.8	3.8	4.0	4.0	4.1
418	3.7	3.9	3.0	3.7	4.3	4.0	4.5	3.2	4.3	4.3	4.0
422	3.5	4.0	3.2	4.0	3.7	4.8	4.2	3.3	3.8	3.3	3.8
424	4.0	4.8	4.1	4.0	4.8	5.2	3.8	4.3	4.5	4.6	4.5
432	3.5	2.8	3.8	3.5	3.4	3.2	3.5	3.9	3.9	3.8	3.8
434	3.6	3.0	3.0	3.5	3.6	3.5	3.2	3.1	3.9	3.0	3.4
440	3.2	2.5	2.5	2.2	3.0	3.5	2.8	2.3	2.6	2.8	2.8
441	3.3	2.8	2.4	2.7	3.0	2.8	2.8	2.5	3.8	3.1	2.9
449	3.0	2.9	2.6	2.7	2.9	2.9	2.6	1.9	2.5	2.5	2.7
459	3.0	2.5	2.5	2.4	2.5	3.0	2.7	1.7	2.5	2.0	2.6
460	2.8	2.0	2.2	2.0	2.5	2.2	2.3	1.5	2.1	2.2	2.2
473	2.5	1.8	1.4	1.8	2.8	2.0	2.0	1.0	2.0	1.7	1.9
474	2.0	1.5	2.0	1.1	1.9	2.0	1.7	1.2	2.0	1.8	1.9
476	2.0	1.6	2.0	1.1	1.8	1.5	1.5	0.8	1.7	1.3	1.6
496	1.8	0.2	1.0	0.7	0.8	1.0	1.0	0.3	0.5	0.2	0.8
497	1.7	0.9	1.2	0.4	0.9	1.5	1.5	0.5	0.9	0.4	1.0
498	1.5	1.8	1.7	1.2	1.0	1.8	1.0	1.2	1.0	1.7	1.4
499	1.4	2.5	1.2	1.0	1.2	1.6	1.0	1.3	1.0	1.3	1.3

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 6B

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
607	5.6	5.0	5.4	4.3	5.5	5.2	4.5	5.1	5.0	5.5	5.2
608	5.2	5.1	5.2	4.3	5.4	5.2	4.2	4.9	5.5	5.2	5.2
610	5.5	5.4	4.7	4.3	5.0	4.8	4.4	4.7	5.0	4.8	4.9
619	5.3	4.9	4.9	4.1	5.2	4.8	4.0	4.6	5.0	5.0	5.0
621	4.8	4.8	5.0	4.1	4.5	5.0	4.1	4.9	4.8	5.0	4.9
624	4.2	4.3	4.6	4.3	4.0	4.5	3.8	5.1	3.9	4.9	4.4
626	4.0	3.5	4.0	3.8	3.5	4.8	3.5	4.5	4.0	4.0	4.1
641	3.7	3.0	3.7	3.7	3.3	4.5	3.0	3.8	3.9	3.7	3.8
645	3.8	3.2	3.4	4.0	3.6	4.8	3.3	5.0	3.8	4.4	3.9
646	3.8	3.4	4.0	4.0	3.8	4.8	4.0	3.7	3.8	3.4	3.9
647	3.0	2.4	2.5	3.5	3.0	3.0	3.0	3.3	1.8	3.0	3.1
660	3.5	2.3	2.6	3.0	2.9	3.0	2.5	3.1	1.8	2.8	2.9
663	3.0	2.5	2.4	3.2	3.0	3.5	2.7	3.0	2.5	3.0	3.0
667	2.9	1.8	2.2	2.9	2.5	3.0	2.2	3.1	1.8	2.3	2.5
670	3.0	2.8	2.4	2.5	3.0	2.8	2.3	3.2	2.9	2.5	2.9
681	2.5	1.2	2.6	2.3	2.8	2.0	1.8	1.9	2.0	2.8	2.2
684	2.7	1.6	1.0	1.4	1.8	2.8	0.8	2.0	2.7	1.3	1.8
692	3.0	2.3	2.4	2.2	2.8	3.0	2.0	2.7	2.4	2.0	2.5
694	2.6	1.6	1.8	1.9	2.0	2.7	1.6	1.9	1.6	1.4	1.9
698	5.0	5.0	5.5	4.4	4.5	4.8	4.2	5.1	5.0	5.4	5.1

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 6A

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
503	5.2	3.8	4.0	4.0	4.5	4.0	4.8	4.6	4.2	3.6	4.2
506	5.4	4.2	4.2	3.0	5.1	4.0	4.0	4.3	3.9	4.1	4.2
513	4.8	5.3	4.5	4.2	4.9	3.8	3.7	4.0	3.5	4.3	4.3
514	4.3	4.2	4.5	4.4	4.8	3.7	4.5	4.5	4.9	4.0	4.5
517	4.2	4.2	4.6	4.0	5.0	5.0	4.2	4.1	4.6	3.9	4.8
520	4.5	4.6	4.6	3.8	5.0	3.9	4.0	4.1	4.7	4.0	4.4
522	4.3	4.1	3.6	2.7	4.2	3.7	3.6	3.8	4.8	4.0	3.9
535	4.3	4.6	4.7	3.5	4.3	4.2	3.5	4.0	4.0	4.3	4.3
536	4.0	3.6	3.0	2.7	4.3	3.0	3.3	3.5	3.0	3.8	3.5
538	3.8	3.4	2.7	2.5	4.0	3.2	2.8	3.0	2.6	2.0	3.0
540	3.8	3.7	4.0	2.8	3.9	3.5	2.8	3.4	2.8	3.0	3.5
544	3.5	3.1	2.5	2.2	3.2	2.8	2.4	2.8	2.2	2.8	2.9
557	3.0	1.8	2.2	2.0	3.5	2.5	2.0	1.8	1.9	1.8	2.1
558	3.0	2.3	2.0	1.7	3.0	2.0	1.6	2.2	1.5	2.4	2.2
559	2.8	2.8	2.0	1.3	3.0	2.0	1.9	1.3	1.9	2.8	2.1
575	2.0	2.0	3.0	4.1	3.0	3.0	1.6	1.8	1.9	2.0	2.1
584	2.0	1.2	1.6	1.4	2.8	2.2	1.0	1.0	1.5	1.2	1.5
586	2.1	1.5	1.5	1.3	2.0	2.5	1.3	1.2	1.3	1.0	1.5
588	0.8	1.0	1.3	0.8	1.1	2.0	0.8	0.8	0.9	1.0	1.0
589	1.0	1.0	1.0	1.3	1.3	1.8	1.0	0.9	2.0	1.5	1.2

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 7A

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
701	5.0	4.3	4.5	4.0	4.7	4.0	5.0	5.1	5.0	4.5	4.7
711	4.8	4.2	3.4	4.4	5.0	3.8	5.0	5.0	4.5	4.0	4.5
712	4.3	4.0	3.6	4.0	4.2	4.2	4.2	5.1	3.2	3.2	4.2
715	5.1	5.3	4.6	4.0	5.0	4.2	4.6	5.0	4.5	5.0	4.9
717	4.2	4.7	4.0	4.0	4.8	3.8	4.3	5.4	4.6	4.2	4.3
718	4.2	4.9	4.5	3.8	5.0	4.0	4.6	4.8	5.0	4.5	4.6
723	3.5	4.3	3.2	3.4	3.0	3.4	4.0	4.3	3.0	3.8	3.5
726	4.0	4.5	3.2	4.0	3.1	3.6	4.3	4.6	2.8	3.0	3.9
735	3.8	3.6	2.0	3.0	2.7	3.1	3.0	3.9	2.3	2.3	3.1
741	3.9	3.5	2.4	2.7	2.5	2.7	4.0	3.8	2.4	3.5	3.2
743	3.5	2.7	2.5	2.6	3.2	3.2	2.6	3.6	1.9	3.2	3.0
749	3.3	2.9	1.8	2.7	3.3	3.0	2.0	3.0	2.1	2.0	2.9
753	3.1	2.0	2.0	2.2	2.5	3.0	2.3	2.7	2.6	2.1	2.5
761	3.2	2.1	2.3	2.3	3.0	2.8	2.3	2.8	2.8	2.2	2.6
767	3.0	2.8	1.8	2.1	3.1	2.2	2.0	3.0	2.3	2.0	2.3
771	3.5	2.7	2.4	3.0	2.8	3.4	3.0	2.5	2.8	1.7	2.9
772	3.1	2.1	1.2	1.8	2.2	2.2	2.3	2.0	2.6	1.3	2.2
775	2.1	0.7	1.3	1.5	2.1	1.0	1.3	1.5	1.5	1.1	1.5
779	2.3	1.4	2.2	2.7	2.5	2.0	2.8	2.0	2.0	1.8	2.2
784	2.0	1.8	1.7	1.8	2.0	2.5	2.0	2.7	2.0	1.3	2.1

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 7B

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
805	5.1	4.6	5.5	5.2	4.9	5.2	5.3	4.3	4.8	5.3	5.2
806	5.2	5.2	5.7	5.2	5.3	5.3	5.7	4.2	6.0	5.7	5.4
807	5.0	5.5	5.8	6.3	5.5	5.5	5.7	4.8	5.0	5.8	5.6
809	4.8	4.2	5.0	4.8	5.0	4.0	4.5	3.9	4.0	4.2	4.4
812	4.4	5.3	5.2	4.7	5.2	5.2	5.2	4.7	5.0	5.3	5.2
830	4.4	4.5	4.8	4.6	4.5	5.0	4.7	4.0	4.5	5.2	4.6
832	3.8	2.8	4.2	4.5	4.0	4.8	4.3	3.9	4.0	4.1	4.1
833	3.9	3.2	4.5	4.4	3.9	5.0	4.3	4.4	3.2	5.3	4.4
836	3.6	3.0	4.0	4.1	4.5	4.0	4.5	4.1	3.5	3.8	4.1
844	4.1	5.0	5.0	3.8	4.3	5.0	4.5	4.2	4.0	4.8	4.5
847	3.7	4.6	4.4	3.3	3.8	3.8	3.5	4.3	3.0	4.5	3.9
852	2.9	5.1	2.4	4.4	3.5	4.7	2.8	3.8	2.5	3.3	3.5
855	3.0	4.2	2.5	3.0	2.4	4.0	2.5	3.6	2.0	3.0	3.1
857	3.0	2.1	1.8	2.7	1.6	3.8	2.0	3.5	2.3	2.5	2.5
866	2.5	2.8	2.0	2.5	3.0	3.5	1.8	3.0	2.0	2.5	2.6
871	3.0	1.9	2.5	2.5	3.8	4.2	2.3	3.5	3.0	3.0	3.1
873	2.3	1.5	1.5	1.9	2.5	3.0	1.4	2.6	1.7	1.8	1.9
874	2.0	1.9	1.3	1.6	2.0	3.0	1.5	2.4	1.2	1.5	1.8
877	2.3	2.3	2.3	2.0	2.2	3.2	2.0	3.3	2.0	2.0	2.3
883	1.1	2.0	1.3	2.0	1.2	3.0	1.8	3.1	1.8	1.5	1.9

TABLE IV (*Continued*)
HUDELSON SCORES
GRADE 8A

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
902	5.5	4.2	5.0	4.0	4.0	5.0	5.0	5.0	4.6	5.2	5.1
903	5.0	4.5	4.8	4.2	3.5	4.2	5.0	4.6	3.9	4.7	4.6
907	4.0	4.9	4.2	4.0	3.7	4.8	4.3	5.2	3.8	5.1	4.3
908	5.0	5.2	4.2	4.5	4.5	5.0	4.8	5.0	4.8	4.0	4.9
912	5.1	4.3	4.0	4.2	5.0	4.2	4.5	4.9	4.8	4.3	4.5
915	4.0	4.4	3.0	4.0	4.3	4.3	4.8	4.9	4.5	4.6	4.4
918	5.0	5.5	5.0	3.7	4.5	4.8	4.0	5.0	5.0	5.5	5.0
927	4.5	4.6	5.4	4.7	3.8	5.2	4.8	4.7	3.8	5.0	4.8
931	4.7	4.1	4.0	4.2	4.0	4.2	4.8	4.6	4.2	4.0	4.2
935	4.0	4.3	5.0	3.8	4.3	4.9	3.8	4.9	4.0	3.7	4.2
942	4.0	2.8	4.6	3.5	3.3	4.5	3.8	3.8	3.5	3.2	3.7
946	3.9	3.9	4.0	3.3	4.3	4.7	4.0	4.0	4.2	3.7	4.0
950	3.5	3.1	2.7	2.9	3.5	4.3	3.8	3.9	2.9	2.7	3.4
956	3.4	3.5	3.8	3.5	2.5	4.7	3.2	3.8	3.0	2.8	3.5
962	2.0	3.8	3.2	2.3	3.5	4.0	3.6	3.9	3.2	2.1	3.4
963	2.0	2.3	2.7	2.0	2.6	3.8	2.3	2.9	3.5	2.0	2.5
968	1.5	2.0	1.5	1.6	1.0	2.5	1.8	2.3	1.8	1.5	1.8
970	3.0	1.8	2.0	1.4	2.0	3.3	2.0	2.9	1.2	2.0	2.1
976	2.8	1.9	2.2	1.6	1.0	3.0	1.6	2.0	2.0	2.1	2.1
981	3.0	1.7	3.0	1.8	0.9	3.3	1.8	1.7	1.8	1.8	1.9

TABLE IV (*Continued*)

HUDELSON SCORES

GRADE 8B

PAPER NO.	SCORER										MEDIAN SCORE
	1	2	3	4	5	6	7	8	9	10	
1003	5.6	4.8	5.3	5.2	6.0	5.0	5.2	5.3	5.5	5.5	5.4
1004	5.8	6.5	6.3	5.2	6.3	5.5	5.2	5.2	5.8	5.7	5.8
1009	4.9	4.7	5.0	4.9	5.5	4.8	5.0	4.8	4.8	5.0	5.0
1014	3.8	2.8	4.0	4.2	4.0	3.8	4.2	4.0	3.8	4.0	4.0
1015	3.5	3.5	3.5	4.1	5.3	4.0	4.0	3.8	4.0	4.1	4.0
1018	3.3	3.2	3.8	3.0	4.5	3.8	3.8	3.0	3.3	3.0	3.4
1027	3.0	3.6	4.2	2.7	3.5	3.3	3.0	3.4	3.5	3.3	3.4
1033	5.0	5.5	5.7	4.4	5.7	3.8	5.0	5.2	5.5	5.0	5.2
1034	4.8	3.3	4.5	4.5	5.4	5.0	4.4	5.1	5.0	4.8	4.9
1041	5.0	4.0	4.3	4.2	5.4	3.8	4.0	5.2	5.0	5.0	4.7
1044	4.8	4.3	4.0	4.7	5.0	4.2	4.6	5.1	4.7	5.0	4.8
1058	5.0	3.5	3.5	3.7	5.0	3.5	3.6	5.0	5.0	4.4	4.1
1060	4.8	3.0	3.2	3.0	4.5	3.8	3.0	4.7	4.9	4.0	4.0
1063	4.6	3.2	3.7	2.6	3.5	4.0	2.8	4.5	4.3	4.3	3.9
1065	3.9	2.7	3.4	2.2	4.0	4.0	2.6	4.0	4.0	3.9	4.0
1068	3.3	2.8	3.0	2.1	3.5	3.8	3.0	3.2	3.0	3.0	3.1
1069	3.1	4.0	3.0	2.0	3.0	3.3	2.5	3.2	3.0	3.3	3.1
1072	3.3	3.2	2.5	1.6	2.8	3.5	2.5	2.8	3.5	3.3	3.1
1073	4.0	3.7	3.0	2.1	3.5	4.0	2.3	4.2	4.4	3.0	3.7
1076	4.7	4.6	3.5	3.9	4.5	4.2	2.8	4.7	4.7	5.0	4.6

5. *Further Selection*

It was now possible to give each paper two scores, one, the multiple judgment mark of ten teachers in terms of Excellent, Good, Fair, Poor, and Very Poor, and second, a score in terms of the Hudelson Scale—the median judgment of ten experts. Upon the basis of both scores a check of the compositions was made to see which papers conformed most closely to the national standard for the grade. It was also possible to select those papers which were above or below this standard in each of the qualities on the five-point scale of Excellent, Good, Fair, Poor, and Very Poor. This of course, depended largely on the amount of the interval. It would have been desirable to have each interval strictly uniform, but this was not possible as will be shown later.

If Hudelson's National Standards for January are examined it will be seen that there are no standards for Grade 3 or specific standards for B grade-sections as we have them in Philadelphia.

NATIONAL STANDARDS FOR JANUARY

Grade	4	5	6	7	8	9	10	11	12
Score	3.0	3.6	4.2	4.7	5.3	5.5	5.9	6.3	6.7

It seems legitimate for the purpose of more intensive comparisons to accept the January or end-of-term standards as the February or beginning-of-the-next-term standards and to indicate probable standards for the other grade-sections.

BEGINNING-OF-TERM STANDARDS (February or September)

Grade	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B
Score	(2.4)	(2.7)	3.0	(3.3)	3.6	(3.9)	4.2	(4.5)	4.7	(5.0)	5.3

(Scores in ( ) are not given by Hudelson, but are inserted as probable standards for Philadelphia classes in this study.)

Upon the basis already mentioned a further selection was made as follows:

TABLE V

SELECTED COMPOSITIONS

	3B		4A		4B		5A		5B		6A	
	NO.		NO.		NO.		NO.		NO.		NO.	
E	1	2.7	103	3.1	208	3.2	305	4.3			503	4.2
E	9	2.6	106	3.2	214	3.2	317	4.3	406	4.1	506	4.2
G	35	2.4	124	2.8	226	2.7	326	3.4	422	3.8	522	3.9
G	36	2.4	134	2.8	231	2.9						
F	43	2.1	150	2.3	253	2.2	351	2.8	440	2.8	536	3.5
F	45	2.2	155	2.6	251	1.9	354	2.3	441	2.9	540	3.5
P	67	1.7	158	1.5	266	1.8	365	1.8	473	1.9	557	2.1
P	68	1.5	176	1.6	272	1.6	370	1.7			575	2.1
V.P.	90	1.1	187	1.2	284	1.2			498	1.4	584	1.5
V.P.	100	0.7	191	1.0	288	1.3	389	1.1			586	1.5

TABLE V (*Continued*)

SELECTED COMPOSITIONS

	6B		7A		7B		8A		8B	
	NO.		NO.		NO.		NO.		NO.	
E	610	4.9	701	4.7	805	5.2	902	5.1	1003	5.4
E	698	5.1	715	4.9	806	5.4	908	4.9	1004	5.8
G	624	4.4	718	4.6	830	4.6	918	5.0	1033	5.2
G	626	4.1	717	4.3			927	4.8	1034	4.9
F	641	3.8	741	3.2	847	3.9	931	4.2	1058	4.1
F	646	3.9	735	3.1			935	4.2	1060	4.0
P	667	2.5	771	2.9	855	3.1	950	3.4	1018	3.4
P	660	2.9	753	2.5	871	3.1	962	3.4	1027	3.4
V.P.	684	1.8	772	2.2	877	2.3	970	2.1	1069	3.1
V.P.	694	1.9	779	2.2	883	1.9	976	2.1	1072	3.1

6. *Annotating the Compositions*

The compositions so selected would fail of their purpose if they were just returned to the teachers with two scores. A further analysis seemed to be necessary. Therefore a committee of ten teachers and principals was chosen to study the papers with a view towards analyzing them for their merits and demerits. This would furnish a means for diagnosis of the compositions selected, show how closely they conformed to the requirements of the Philadelphia course of study in English, and indicate typical weak spots for drill purposes. Therefore criticism was summarized under two heads for each paper—Positive and Negative.

CHAPTER IV

The Results

The following compositions are the representative samples which were selected, checked, and annotated in accordance with the procedure explained in the previous chapter.

3B GRADE

Excellent
Hudelson Score 2.7

3B Grade
Paper No. 1

My Pet

I used to have a dog for my pet. My father had to sell him because he grew too big for the house. His name was Angus but my father called him Gus. I liked my pet. I wish I had him back.

Positive

This composition has the merit of clearly defined sentences. It has an appealing introduction and an excellent closing sentence. Spelling, punctuation, and vocabulary are adequate. Throughout the composition the personal element predominates.

Negative

Excellent
Hudelson Score 2.6

3B Grade
Paper No. 9

Sour Grapes

Once there was a hungry fox. He saw some grapes. He jumped and jumped. He could not get them. Then he said. I do not want them. They are sour.

Positive

Sentences are clear and concise. They are arranged in proper order, and contain no mistakes in spelling or grammar. There is a clear opening sentence and a strong closing one.

Negative

The punctuation is faulty—quotation marks and a comma have have been omitted.

Good 3B Grade
Hudelson Score 2.4 Paper No. 35

The Fox And The Grapes.

One day a fox saw a fine bunch of grapes. He thought he would like some for himself. He tried, and, tried, but he could not reach them At last he said these grapes are sour any way.

Positive

This composition has a clear opening sentence and a strong closing one. The sentences are in good form and arranged in proper order.

Negative

The punctuation is faulty. One period is omitted at the close of sentence three. The period at the end of the title is unnecessary. "And" and "the" in the title do not require a capital "A" and "T". Quotation marks and a comma are omitted in the last sentence.

Good 3B Grade
Hudelson Score 2.4 Paper No. 36

The Crow and the Pitcher

A thirsty crow found a pitcher with a little bit of water in it. He wanted a drink. The water was too far down. He dropped stones in the pitcher. Until he could reach the water. His patience saved his life.

Positive

The composition shows a logical sequence of thought. There is a definite introductory sentence and a good closing sentence.

Negative

"Until he could reach the water" is not a sentence.

Fair 3B GRADE
Hudelson Score 2.1 Paper No. 43

My Pet

I had a dog. It was a brown dog. I was afiar of him. So we gave him away. I do not know where he is now. I wish I had my dog back again.

Positive

The sentences are arranged in an orderly manner. The opening sentence is clear; the closing one is excellent.

Negative

The sentences are too meagre in content. Misspelling—"afiar".

Fair 3B GRADE
Hudelson Score 2.2 Paper No. 45

Why I Brush My Teeth.

Do you like to brush your teeth? I do. That is why I brush my teeth three times a day.

Positive

This brief explanation has good sentence form. The first sentence arouses interest. There are no errors in grammar, punctuation, or spelling.

Negative

This composition is too short; the topic allows of more development than has been given. The period at end of the title is unnecessary.

Poor 3B GRADE
Hudelson Scale 1.7 Paper No. 67

Sour Grapes

One hot day. thair was a hungry fox. Walked yp a rade. he saw som grapes. He tried to get then. Bet he could mot reach then.
He said as walked away. Those Grapes are sour. I do not want them anyuoy

Positive

There is an orderly sequence of thought.

Negative

Sentence structure is poor. Sentences 1, 2, 3, 7 and 8 are not complete thoughts. Spelling is very poor —"thair," "yp", "rade", "som", "mot", "anyuoy". Punctuation and paragraphing are faulty.

Poor
Hudelson Scale 1.5

3B Grade
Paper No. 68

Bubbles

Bubbles was drinking her milk.
Bubbles was drinking a bowl of milk.
One dog was black.
The two dogs barked that lubbles.
The two dogs played happy.

Positive

Sentence form is good. Each sentence has its subject and predicate, begins with a capital, and contains a period.

Negative

Poverty of thought is shown in this composition. There is little development of the central theme. Opening and closing sentences are inadequate. "That" in sentence 4 is used instead of "at".—Grammatical error: "happy" for "happily" in last sentence.

Very Poor
Hudelson Score 1.1

3B Grade
Paper No. 90

My fovorite toy

My fovorite toys is my Moving pitcher and my skate and Wagon my skate has Barbaron and my wagon is panted red and and green and my moving pitcher has cowbays My Bick has a light it Is panted red and White those a e My fovorite toys

Positive

Negative

This composition is written in bad form. There is some realization of sentence form shown at the closing, but even here the periods and capitals are omitted. There is a lack of variety of expression and logical sequence in developing the theme. Spelling is bad; likewise the punctuation and grammar.

Very Poor 3B GRADE

Hudelson Score 0.7 Paper No. 100

If were in a circus. I be a clown. then i jump throw hopp. And i wood fall of a pony.

Positive

Negative

There is no realization of sentence form. The apparent sentences do not contain complete thoughts. They are for the most part fragmentary groups of words. Poverty of thought is shown in developing the central theme.

4A GRADE

Excellent 4A GRADE

Hudelson Score 3.2 Paper No. 116

Mary's Pets

One summer day Mary was walking along the road. She heard a noise in the bushes. She looked all around. Then she looked in the bushes and saw two hungry kittens. She took them home and gave them some smik. When they were done they both ran into the barn. They both tumbled into the hay, and went fast asleep.

Positive

Sentences are clear, definite, and personal. An adequate "sentence consciousness" is indicated. One sentence leads to the next. The last sentence is an effective closing.

Negative

There is no paragraph indention. "Smik."

Excellent
Hudelson Score 3.1

4A Grade
Paper No. 103

My Pet

One day my father was out. When he came home he had three little Puppy dogs. He kept one and gave the other two away. I used to feed him. We called him "Duk". I would say to him "here Duk" He would come jumping all over me. He grew so big we had to give him to my uncle. We went up to see him a month ago. He was so big and hairy! His hair was five inches long! He is an airdale, and I still love him.

Positive

This composition has the merit of clear sentences. These seem to be abrupt, but they lead to a definite conclusion. They are personal and give specific details.

"I still love him" is effective.

Negative

First sentence is indefinite—"one day" and "out". "Puppy" is capitalized. "Duk" probably "Duke". Quotation "here Duk". "He is an airdale" seems to be in the wrong position. There is no paragraph indention.

Good
Hudelson Score 2.8

4A Grade
Paper No. 124

The Fox and the Grapes.

Once a fox was walking along a rood. When he saw a grape vine He wanted the grapes very much. After a while when he saw that he could not reach the grapes he said those grapes are sour anyway who would eat them. I like the story because I wanted to see if the fox got the grapes for being so greedy.

Positive

Sentences are clear and lead to a definite conclusion. The last sentence might be questioned for its relationship to the preceding sentences, but it gives a personal note to the reproduction. "When he saw" and "After a while" help to vary sentence structure.

Negative

Period after title is unnecessary. Misspelling: "road". "He" in second sentence should not be capitalized.

Good
Hudelson Score 2.8

4A Grade
Paper No. 134

Spoiled Fun

One Sunday my aunt uncle and my cousin and I went to White stone beach. My uncle aunt and I went in swiming my little baby cousin went with us. My uncle took me in very deep. He took me in so deep that my uncles mouth was full of water. I told my uncle that I wanted to go with my aunt a little while.

My uncle took me off his sholders. When I Was going to my aunt I steped on a piece of glass and cut my foot thats how my fun was spoild.

Positive

Exactness of details and a dramatic ending put this composition in the "good" group.

Negative

Punctuation weak: "stone beach", commas missing in first and second sentences; "uncles", no period after foot, no capital "T" or apostrophe in "thats". Misspelling: "steped" "spoild", "swiming"

Fair
Hudelson Score 2.3

4A Grade
Paper No. 150

Marion and her shepherd dog

Once there was a little who was playing on the beach, with her bucket and shovel. Her little shovel fell in the water, She tried to get it but she fell in the water herself. She cried for help, The dog heard her calling down the beach, he heard the little voice crieding he knew it was his play maid so he ran down the beach and bought her back to land.

Positive

This composition proceeds from an introduction through a body of detail to a definite ending.

Negative

Structure is involved in last "sentence". Punctuation really at fault in the use of commas. "In" is used for "into"; misspelling—"crieding", "play-maid" "bought".

Fair
Hudelson Score 2.6

4A Grade
Paper No. 155

Mary's Pat

Mary lives in a ald farm house in the country. One day Mary wint to take a walk in the woods. She saw two little kitten in the bushes.
She got them and brought them home
She got a saucer of milk and Whitey was drinking his milk.
They had to take a turn each.
Every day Mary made them drink milk.

Positive

Sentence structure is generally definite. An attempt at telling an interesting episode is made. "They had to take a turn each" is naive.

Negative

Poor idea of form; sentences do not immediately follow each other. The seventh sentence about "Whitey" is not clear. Misspelling "pat", "kitten", "wint". Vocabulary is limited.

Poor
Hudelson Score 1.5

4A Grade
Paper No. 158

The Dog and His Shadow

A dog ocme had a piece of meat. He had to go acoss a stream to his house. on the way he look down in the water and sed his shadow. He though tohimsaf. I will get meat them a will have twa piece of meat. So he bark at the dog and the piece of meat fell out of his mouth. and learm the greedy dog a lesson. and he had to go home without his dinnner

Positive

The thought is clear and proceeds definitely to a climax.

Negative

Mechanical elements spoil this composition.

Misspelling: "ocme"—once
"sed"—said
"tohimsaf"—to himself
"twa"—two
"learn"—learn (teach)
"dinnner"—dinner

Punctuation is faulty; see "sentences" 3 and 4.

Poor 4A GRADE
Hudelson Score Paper No. 176

The Ants and the Grasshoppers

Once upone a time their was some Ants and some Grasshoppers it was summer time The ants where very busy in the summer time and the Grasshoppers jumping over fences a playing in the grass and haveing a very good time. And the ants were doing very hard work. then winter came the grasshoppers were hungry the Ants were gatheraten food for winter

Positive

General thought is clear.

Negative

This composition lacks "sentence sense". Proper use of periods is not indicated. Misspelling: "upone", "their", "gatheraten", "haveing"

Very Poor 4A GRADE
Hudelson Score 1.2 Paper No. 187

The New Skates

I have a pear of Skates and eney day.
I Skates to The store and The school.
My Mothe take me to store whit here.
Enery day I go out Skates om my Skates.

Positive

Negative

Form is immature; there is no "sentence sense". Spelling and punctuation are at fault; capitalization is particularly bad. "The" "Skates", "Mothe"

Very Poor 4A GRADE
Hudelson Score 1.0 Paper No. 191

Spoiled Fun

My uncil tock me on his truck and my uncil hot flow and I went to chitch it I omost fel off the truck and thaits hea my Fun wes Spoiled.

Positive

Leads to a conclusion.

Negative

All written in one sentence. Spelling, punctuation, and sentence sense completely at fault.

4B GRADE

Excellent
Hudelson Score 3.2

4B GRADE
Paper No. 208

My Lucky Day

One day my brother and I went down to the river to fish. We were there all day long but did not catch a single fish. I said to my brother, "I am going to try once more and if I do not catch any I am going home." So I threw my line in once more and caught a big fish. Then I threw my line in again and again and each time caught a big fish. I had a lot of fish when I got home. That was a lucky day for me.

Positive

This narrative proceeds from thought to thought in clear sentences. Spelling and punctuation are correct.

Negative

Time and place are indefinite—"one day", "the river". (Exactly when and where?) "*lot* of fish" may be objectionable. There is no paragraph indention.

Excellent
Hudelson Score 3.2

4B GRADE
Paper No. 214

The Ants and The Grasshopper

The ants and the grasshoppers lived in a large field. The ants were busy all the day. The grasshoppers played and skipped over fences all summer long.

When winter came the grasshoppers did not have any food. They were almost dying of hunger. They went to the ants house and coaxed them for some food. The ants said, "You danced and skipped over fences and did not work. We have just enough food for ourselves. We worked all summer long. You did not work. We ants never borrow. We ants never lend."

Positive

This reproduction has the merit of clear sentences which proceed definitely to a climax. Inversion in sentence 4 lends variety. "Skipped" and "coaxed" are helpful. Spelling and punctuation are correct.

Negative

"Grasshopper" in title should be plural form. Paragraphing faulty. There is no paragraph indention.

Good 4B GRADE
Hudelson Score 2.7 Paper No. 226

The Golden Eggs

A man once owned a queer goose. Every day the goose laid an egg of gold. The man thought she must be full of gold. So he killed the goose. Do you think he found any gold? He did not find any. He which he had not been so greedy.

Positive

This is clearly told. A personal touch is secured by asking the reader, "Do you think he found any gold?" Sentence structure proceeds definitely from thought to thought.

Negative

Lacks details in order to be placed in "excellent" group. Misspelling: "which" for "wish".

Good 4B GRADE
Hudelson Score 2.9 Paper No. 231

The ants And the Grass-hoppers

The ants and the grass-hoppers were out in a big field. The ants always worked hard, but the grass-hoppers played and skipped over the fences. A fev days after, it was winter. Then the grass-hoppers went over to the ants house, and said, "Will you please give us a little food?" The ants said, "We ants never borrow, we ants never lend."

Positive

Sentences are clear. Conversation between the ants and grass-hoppers is direct and effective.

Negative

In the title "ants" and "And" are incorrectly capitalized. First few sentences are not definite as to the time of year. Insufficient detail.

Fair 4B GRADE
Hudelson Score 1.9 Paper No. 251

The Lost Kittens.

One sumer day Mary's Mother gave her a bowl of milk. While she was drinking the milk, she heard a mew, mew. Here are the Kittens. Come on and drink some milk. Kittens don't be afraid your next.

Positive

A pretty little story, appealing and human. Last line is especially effective.

Negative

This composition is almost ultra-modern in technique, leaving entirely too much to the imagination of the reader. Lacks dialogue distinction and quotation marks. Punctuation is at fault: periods and capital letters.

Fair 4B GRADE
Hudelson Score 2.2 Paper No. 253

Mr. Lion

One day Blackie's mother had a headche. Everything Blackie done "she said dont". Blackie ran out the back door. In under the house. He made a house as soon as he was done he heard a roar. The sun came out 'he said mother wont care if I go out'. So out he went. When he got out far enough he saw Mr. Lion. He ran to him. He said can I help you? 'Mr. Lion said a little mouse like you help me go on and try'. Blackie chewed the ropes until the last one 'He said see if you can stand up Mr. Lion stood up.' Blackie said I Must be going home goodby".

Positive

Interesting subject matter.

Negative

The human interest inherent in the subject-matter gives this story unique possibilities, but it is spoiled by mechanical errors such as: "headche", "done", "In under the house"—as a sentence; single quotation marks. The closing sentence is weak. No paragraph indention.

Poor 4B GRADE
Hudelson Score 1.8 Paper No. 266

The Golden Eggs.

There was once a man who ownd a queer goos. She laide an egg of golld. The man thought I was full of golld so he killed the goose. Did he find any of it. No not a bit of it the man was sary. That he killed the goose and whished. He had not been so greedy.

Positive

Story proceeds definitely in clear thought units.

Negative

Mechanical elements spoil this composition. Spelling, sentence structure and punctuation are weak. Period after title is unnecessary.

Poor 4B GRADE
Hudelson Score 1.6 Paper No. 272

Mary's Pets

One summer morning, there was a girl. she was going to see her grandmother. Then she saw too kittens foling her. Then she ran to her grandmother and sard I won't some milk. Then she feed her kittens and went to her mothers house and told her about it

Positive

Thought development proceeds logically.

Negative

Poor because of numerous errors. First "sentence" is not a sentence. Spelling and punctuation are at fault. "And" is used twice in last sentence.

Very Poor 4B GRADE
Hudelson Score 1.2 Paper No. 284

The Golden Egges

Once a upone a time a nam had a quear goos. Each day the goos would lay a golden egg; The man thought the goos nost be gold in side; So he killed the goos and them he was sorry he had killed his goos
And he wished he haden beem so greaty;

Positive

Story is clear enough.

Negative

Technical errors are in every line. Spelling, punctuation, and sentence structure are at fault: "Egges", "quear", "goos" "So.....and.....and....."

Very Poor
Hudelson Score 1.3

4B GRADE
Paper No. 288

The ants and the Grasshoppers

The ants and the Grasshoppers leive in a big feild. The ants where working. But the Grasshoppers where. Skipped over the fences. But when witenn came th Grasshoppers whent to the ants houes and tried to coax then to gave then samething to edt But the ants siad we ants never borrw we ants neaver leand

Positive

Negative

Punctuation, spelling, and sentence structure are at fault. (See second and third "sentences".) See last "sentence" for lack of quotation marks and period.

5A GRADE

Excellent
Hudelson Score 4.3

5A GRADE
Paper No. 305

The Pet of the Camp

Billy was the pet of the camp. The first time I saw him he was eating out of a sardine can. He was the drollest little pig I ever saw. He was about seven inches high. He had long reddish bristal hair. His home was a soap box. It had a swinging door which Billy could push open to let himself out. When the sargain came around in the morning he would ask, "Billy have you had your rations yet?" Billy would anser, "wee", which is pretty good french for yes. In the evening the sargain would knock at the top of Billies house. Then he would hear a grunt which might have meant all is well. Then the sargain would say, "Billy is safe in his quarters, I wish I were."

Positive

The originality of treatment is so dominant as to make mechanical errors appear slight. The composition proceeds definitely through a beginning, a middle, and a conclusion. The principle of unity is very well illustrated.

Negative

The first seven sentences present no variety of structure. Misspelling: "sargain", "Billies", "bristal".

Excellent 5A GRADE
Hudelson Score 4.3 Paper No. 317

The Honest Boy

Paul Carter was a young boy. He was out in the snow hunting for a job. He was walking down the street, when at once he saw a pocketbook in front of him. He picked the pocket book up very quickly and wondered who lost it. He sat on some steps nereby. At first he was tempted to keep the pocketbook. The lady who had lost the pocket-book was running up and down the street looking for it. Paul saw her and stoped her and said, "Lady did you lose anything?" "Yes", said the lady, "I lost my pocket-book. "Is this it?" asked Paul. "Yes," answered the lady, "It is mine". Paul handed the lady her pocket-book. The lady opened her pocket-book to see if the same amount of money was in it. She handed Paul two dollars for a reward but Paul refused to take it. Paul said to himself, "If I had kept the pocket-book it would have been stealing." That shows how honest Paul was.

Positive

A bit of moralizing, done with directness and detailed action. Sentence structure is clear.

Negative

Lacks variety in sentence structure. In second sentence comma after "snow" is omitted. Comma before "but" is also omitted. Misspelling: "stoped". "All" is omitted before "at once" in sentence 2.

Good 5A GRADE
Hudelson Score 3.4 Paper No. 326

My Family

We have not a very large family. There are six people in it. There a my mother my father my sister Mildred and my brothers Jack and Louis. Mildred is 18 years old Jack is 17 years old and Louis is 12 years old.

My father works in the store. We have a furniture store. My father has dark brown hair and brown eyes.

My mother stays home and cooks. She has brown hair and blue eyes like Louis and I.

My sister Mildred helps my mother at home. She has black hair and brown eyes.

My brother Jack goes to Central High school and has another year and a half till he graduate. He has black hair and brown eyes.

Positive

This composition has the merit of conciseness. Sentences proceed definitely in the sequence indicated in the first paragraph.

Negative

Paragraphing is faulty. First sentence is awkward. Commas in a series (sentences 3 and 4) are omitted.

The composition is evidently not completed; it lacks a closing sentence.

Fair 5A Grade
Hudelson Score 2.8 Paper No. 351

What Musical Instrument I Like to play

I like to play the clarint. I thing that clarint is very nice. When I study my boy friends comes and call me. I get so made that I have to study. One sunday I had to go play a solo in church. And I was happy I got up 5oclock and I was supose to go 7 oclock. When I came back I studyed 1 hour and went out to play. Then mother came out to call me for supper. After we had are supper we went to my aunts house. We had are fun we went upstairs. My boy friends came with thire Instruments. And played my clarint and had much fun.

Positive

This composition is personal and interesting.

Negative

There are many technical errors: Misspelling—"clarint", "studyed", "oclock" (apostrophe), "thire", "are" (our).

Grammar—"comes" for "come".

Sentences 8, 11, and last are poorly constructed.

Fair 5A GRADE
Hudelson Score 2.3 Paper No. 354

Pauls Beging in Life

Paul Carter was very poor, because of his fathers death. Paul was sixteen years old. That ment he was taken out of school. One warm summer day. Paul found a pocket book. He picked it up. At his suprise he found that it belonged to the rich lady across the way. He though for a minute. But no cried Paul it would be steling. Even if she is rich. He gave it to the lady the very next day. She said I will get you a good with my brother. That night Paul said to himself is it not best to be Honest.

Positive

This is a definite unit proceeding through a beginning, middle, and conclusion.

Negative

There are many technical errors. Misspelling—"Beging","meant", "steling". Quotation marks are omitted. Poor sentence structure: "One warm summer day." "Even if she is rich". "Pauls beging in Life".

Poor 5A GRADE
Hudelson Score 1.8 Paper No. 365

My Pet

My Pet is a cat he is a gray and white cat. when we go to bed at night he get in the bed with us and go to sleep. when he want to eat he sit on is hind leg and then he go to sleep. and when he wake up he play with us. and he play with a string and he run around the diningroom and try to get us.

Positive

This composition proceeds from one thought to another in a unified pattern.

Negative

Lacks "sentence consciousness". There are numerous technical errors of punctuation.

Poor 5A GRADE
Hudelson Score 1.7 Paper No. 370

What I Do in my Spare Time

After school is out I go home ask my mother is there anything for me to do. If she saids no I go get some other boy and then we play foot ball after thats over some time we all chep in and by a hord ball. Some time I be the catcher and batter when that over we go home If its raining some time I read or go to the movies. And come home and do my school lessons

Positive

Negative

This explanation lacks "punctuation sense". There are only two periods. The second is used incorrectly. There is no paragraph indention.

Very Poor 5A GRADE
Hudelson Score 1.1 Paper No. 389

The True Boy

One day there was a boy waking a road he stop a monet to get a drink from the brook. There he saw a pockbook he said I will keep it. I am every poor but I have bing true. So he upit there were a loot a moty in it. Were is the entor of it he look in it again he saw a crde with her addess on it. I will take it to her and she wont to redar him but he said no. Don't you thak Paul Carter true.

Positive

Negative

Numerous errors in spelling, punctuation, and sentence structure place this attempt in the "very poor" group.

5B GRADE

Excellent 5B GRADE
Hudelson Score 4.1 Paper No. 406

My Dream

One night I dreamed I was being chased by a witch. I tried to run away from her but she ran as fast as she could after me. I

was very much afraid of her. I hid in a little house on the road. I waited and waited and who came in but the witch. She came over and was about to grab me when I woke up. I was glad it was only a dream.

Positive

This is a clear paragraph illustrating the principle of unity. It has three distinct parts; a beginning, middle, and a conclusion.

Negative

Vocabulary is slight for an "excellent" paper. Commas are omitted in second and fifth sentences.

Good
Hudelson Score 3.8

5B Grade
Paper No. 422

When I was alone.

I was alone in the house. I heard a sudden noise coming from my bedroom. I saw something moving. I went on. There was our cat. I heard another moise that seemed to come from the cellar. I ran out and tripped. Just then a loud knock came at the door. I opened it and mother came in. I told her what had happened. She said, "The plumber is downstairs fixing the pipes.

Positive

This composition is interesting. Suspense is created. The closing sentence is clever; it adds a touch of humor to a tense situation.

Negative

Period after the titl e unnecessary. "alone" should be capitalized. Time is indefinite. Final quotation marks omitted. Misspelling: "moise".

Fair
Hudelson Score 2.8

5B Grade
Paper No. 440

Lost

Once I was in Canada. I got lost in the northern part. I was going hunting and I saw a big bear. I ran and ran till I saw a house. I knock at the door and a lady and her litter dog came,

I went in and taken a set and she gave me some tea and bread, she told me how to get to the city. I got on the train to Philadelphia I have stayed in Philadelphia every since.

Positive	Negative
This composition indicates a progression of thought.	Sentence structure is inadequate. Sentences 1, 2, and 3 could be combined easily. Technical errors: "knock" for "knocked", "set" for "seat", comma after "bread" instead of period, "every" for "ever". Vocabulary limited.

Fair 5B GRADE
Hudelson Score 2.9 Paper No. 441

The tou Boys that was changed into donkies

Once there was a boy who ran away from home because he did not like to go to school. One day as he was going through the woods he met one of his companions. He had run away on the same account, O, he said, Look whose here, my old pal johnny. where are you going, this tine of morning. I have ran away from home on account of sckool. It is the same thing I ran away for. Let us go to the land of play things, where we won't have to go to sckool any more. Pretty soon they saw a horse an carriage come along. With a bit fat man holding rans. The man new what they were up to and called them. Come aboard the carriage an we will go to the land of play things. Fine, Great, they shouted and they were gallopinp as fast as ever. After the jeaney they arrivs to the lands of play things. They were very happy for they saw not one sign of a sckool. In a week they began to feel their ears grow long. What does this mean they said.

You will soon find out said someone between the walls. In a week they were changed into donkies. And was sold to a farmer whose donkies had died the other day.

That is what happen to boys who do not wish to go to sckool.

Positive

The refreshing spontaneity of this composition makes one forget the numerous technical errors. It has the merit of definite progression in a complete unit of thought.

Negative

Title is a perfect example of error: "tou" for "two", "was" for "were", failure to capitalize important words.

Total omission of quotation marks. Misspelling: "sckool", "tine", "new", "jeaney", "arrivs", "rans".

Grammatical errors: "I have *ran* away." "happen" for "happens".

Poor 5B GRADE
Hudelson Score 1.9 Paper No. 473

My pet

I have a little pet dog. And he ran a way from home. I went looking for him i found Him in the woods. one day my Mother bought me a pet cat she was a pettery little pet i every had. my pet dog was fighting with my cat. one day i went out i brought my pet dog with me my pet cat. Said that she wan to come to i bought both of them wehn i came back i. Washed the cat and dog. i brought them bouth of them to take a walked. with me that day.

Positive

Negative

"My pet" violates the principle of unity. There is no central thought. Punctuation is faulty: small "i", "Him", failure to capitalize beginning of sentences. Misspelling: "pettery" for "pretty"? "every" for "ever", "wehn" for "when", "bouth" for "both". Vocabulary is slight.

Very Poor 5B GRADE
Hudelson Score 1.4 Paper No. 498

Lost

When I was little my mother told ne not to go away and I use to go so one day she beat me kept ne in the house I paly with

a big boy is mane Jane and my mother told ne mot to paly with han so I did not nend her I kept on paly with him and one day he was not home so I want looking for hin but I did not stop looking for hin I kept on looking for hin so I walk down the st. I saw an man He asked me did I want to nake a penny I said know so he said all rigth he want on going home so I walk on but I did not konow were I live so my mother and sister were looking for ne and they saw ne and my mother took ne home and beat me and I neve a away far if my nother told ne

Positive

This narrative makes some attempt at unity.

Negative

"Lost" is a paragraph of "run-on" sentences, violating many rules of punctuation. There is only one period in the composition and this is used incorrectly to abbreviate street. The spelling is extremely poor and the vocabulary sharply limited.

Very Poor 5B GRADE
Hudelson Score 0.8 Paper No. 496

The Crikets

Tramp, tramp, tramp Srash, srash, srash. The boy next store was hoining onsiouns. I was frintend I hid under the table Tramp, tramp, tramp. Srash, srash, srash.

Positive

The introduction and conclusion indicate some attempt, paradoxically enough, to complete a unit.

Negative

Although comparable in style to some modernistic offerings, this composition is rated "very poor". Even "I hid under the table", the only group of words free from error, does not have a period to complete the sentence. "hoining onsiouns" "frintend"

6A GRADE

Excellent
Hudelson Score 4.2

6A Grade
Paper No. 503

A Heavy Fog

Last year I was on a boat trip to National Park. We left Philadelphia and crossed the river to New Jersey, then went to Timber Creek. We stopped at the boat house and boarded the Dolly Bee. Dolle Bee is my Uncle Bill's launch. She is a speedy craft. We started down the Delaware River, and were about a mile away when a heavy fog came up. My Uncle Bill told me to turn on the search lights. I went up on the cabin and turned on the the lights. The fog was so heavy we could not see, even with the search lights turned on It took a long time to take the trip.

Positive

"A Heavy Fog" is a clear, unified recital of personal happenings, which proceeds definitely to a conclusion. There is an attempt at exactness of detail—"last year", "National Park," "Philadelphia", "New Jersey", "Delaware River".

Negative

In the second sentence "and" should be omitted and placed after New Jersey. Sentences 4 and 5 could be combined. Period is omitted after "on". "Take" probably intended for "make" or "finish" (last sentence).

Excellent
Hudelson Score 4.2

6A Grade
Paper No. 506

William Tell

Switzerland is a little country in Europe. The people loved liberty. It was ruled by a cruel tyrant named Gessler. To show he was ruler he put a pole up with his hat on it. He forced the people to bow down to the hat. There was a brave Swiss who would not bow down. His name is William Tell. He was seized by two soldiers and was brought to Gessler. His punishment was to shoot an apple of his son's head. He shot the apple in two. As he was leaving Gessler saw another arrow in his belt. Gessler said, "Why do you carry a second arrow?" Tell said, "If I had of hurt my son this arrow is for you tyrant." Gessler seized him and put him in a boat. He killed Gessler and made his escape in the mountains.

Positive

This composition has the merit of clear sentence structure used in a unified, direct story-telling manner. There is an attempt at variety in structure. (See sentences 4 and 11.) Spelling, punctuation, and vocabulary are adequate.

Negative

Sentences 7 and 8 could have been combined into one.

"If I *had of hurt*".

Good 6A Grade
Hudelson Score 3.9 Paper No. 522

An Unexpected Visitor

When I was eating my supper one night, I heard my cat crying I took a piece of meat and gave it to him. Soon after I heard him crying again. To my suprise, I saw my cat under the sofa, and an unexpected visitor eating the meat. He had long brown ears, short tail, a long face, and white with brown spots over him. Guess what he was. He was a little puppy. The unexpected visitor had a good meal that night.

Positive

This is a good attempt at telling a unified narrative. The last sentence indicates some knowledge of the principle of emphasis. Sentences 3 and 4 give a variety in sentence structure.

Negative

Time—"one night"—is indefinite. Description in sentence 6 should be put into two sentences.

Question mark omitted after "Guess what he was". Last two sentences are somewhat abrupt.

Good 6A Grade
Hudelson Score 4.3 Paper No. 535

"A Reading from Homer"

When I came into the Six A grade there was a picture on the wall that interested me very much. In the picture there was a story teller. The story teller was leaning over and you could see by his eyes he was full of enthusiasm. There was a scroll on his lap. On the floor a youth was lieing. He had on an animal skin and he was drinking in the words. There was a maiden lieing on

a marble bench. You could see her mind was far off to the place where the story teller was telling. There was a stranger passing by. He heard what the story teller was saying. He went in and soon was very interested. I like that picture because it is an ancent Greek picture.

Positive	Negative
This composition has the merit of an opening sentence, body, and a conclusion. The opening and closing sentences are especially good. "enthusiasm" and "interested" help the vocabulary.	There is no paragraph indentation. Misspelling: "lieing", "ancent". Sentence structure is somewhat abrupt, and after the fifth sentence lacks variety.

Fair
Hudelson Score 3.5

6A Grade
Paper No. 536

My Pet

One day I asked my father to get me a rabbit for my birthday. I named him bob-tail. He was brown with a white tail. When I wanted to pet him. I would pick him up by his ears. Then I would stand him up on his hind legs and give him a carriet. At night I woult put him in his house. One day when I went to feed him he was dead. I was very sorry he was dead. I though a cat must have killed him. I dug a hole in my yard and buried him.

Positive	Negative
"My Pet" is a touching account of child life told simply and clearly.	Sentence structure faulty—"When I wanted to pet him. I would pick him up by the ears." Misspelling: "carriet", "though", "woult". Name of rabbit should be capitalized.

Fair
Hudelson Score 3.5

6A Grade
Paper No. 540

William Tell

Switzerland is a small country in Europe and is very mountainous indeed. The people loved liberty. The people in switzerland was ruled by a cruel tyrant Gessler. Gessler placed a pole in the market place at altdorf and put his hat on it. Every body that that passed it had to bow to it. A brave swiss named "Willian Tell" would not bow to it. They brought him before Gessler. Gessler said for his punishment he will shoot an apple from his son's head? Gessler placed an apple on the boy's head and told Tell to splite the apple in two. Gessler saw a second arrow in his belt he asked what it was for. Tell said if I would have hurt my son it was for you. They seized him and took him away in a boat. He killed Gessler and escaped in the mountains.

Positive

Sentences are generally clear and proceed definitely to a conclusion.

Negative

Technical errors spoil this composition. Conversation is not placed in quotation marks. Misspelling — "Willian", "splite". Capitalization of names omitted— "altdorf", "switzerland".

Poor
Hudelson Score 2.1

6A Grade
Paper No. 557

A Strange Man.

Once upon a times there live in a far off country a strange man· He live in a rud hut. He had long hear he was about three feet hight, his moise were three inck long, he wore a hight silk hat and long black coat. Every day he came round the street singing and playing. All the little children would come round him and here him play every body love to here him play One day as he was come doun the street a rich man saw him, he and went up to him and asker him where he live. The poor man said I have on home, but a rud hut in a far off country. After hereing the sad story the rich man took pity on him, and took him with him. Thay live very happy every after.

Positive

This composition is a definite unit with some attempt at detailed description.

Negative

There are many technical errors. Misspelling is frequent. Structure of "sentence" 3 is bad. Vocabulary is limited. Period after the title is unnecessary.

Poor 6A GRADE
Hudelson Score 2.1 Paper No. 575

"A Reading from Homer"

A picture called "A Reading from Homer hangs on the wall in Siz A Grade. There is a youth sitting on a marble stold he is called a story teller, and has a scroll in his hand. He looks enthusiasm he his lending over and talking to some other youth. I can see the reflected of Prais and Helen in his eyes runing away. There his a Greek maiden sitting on a round marble brench she look as if she his a way in a nother land and I can see the refledted of the same thing in her eyes as in the story tellers. There his a Greek youth sitting beside her. he has a hold of her hand. I can see the reflected of the same thing in her eyes as in the others There his a youth lying on the floor he is dressed up in fur and is drinking in all the words that the story teller is telling. There his a stranger who was walking by and her the story teller telling the story. He thought it was such a go story that he stop to lesten to it. The picture is very instering and I described that it was the best picture in the room.

Positive

The writer makes some attempt to give details.

Negative

This composition lacks paragraph indentation. It has the fault of combining two separate thoughts and lacks "sentence consciousness". Errors in spelling and punctuation occur in almost every "sentence".

Very Poor 6A GRADE
Hudelson Score 1.5 Paper No. 584

My best friend

Last night my friend took me to his house. He shoued me many of his games. He shoued me how to play tricks. And he wards a black suit. His iges are brown. And he said, "If I wough come again he wough show me more of his tricks".

Positive

Negative

The development of the theme is most inadequate. There is very little detail. Only the first sentence is free from errors in spelling or punctuation. Vocabulary is far below the requirements for the grade.

Very Poor 6A GRADE
Hudelson Score 1.5 Paper No. 586

My Chum

Renata's appearance is very interesting
Brown eyes, Blonde hair makes her good looking
She is kind and good. And she is very neat
Why I like her is because she is neat, king and good.

Positive

An attempt to summarize is made in the last "sentence". (There is only one mistake in spelling.)

Negative

Lacks "sentence consciousness". Second group of words abrupt and incomplete. "king" for "kind". Vocabulary very much limited.

6B GRADE

Excellent 6B GRADE
Hudelson Score 4.9 Paper No. 610

An Exiting Adventure

Just a few years ago I had a thrilling experience. As I lay in bed, one night, I heard a queer noise that seemed to come from

the dining room. Softly creeping out of bed I slipped into my shoes and tip toed downstairs. Upon reaching the room, I saw two rascals taking our good silver-ware. Suddenly they turned and flashed their flashlight on me. One of them grabbed me and said, "We'll teach you to come snoopin around at this time o' th' night." Then he took a rope and was going to tie me when I took my father's heavy gun off the hanger on the wall. I said to myself, "I hope they don't find out it isn't loaded." I forced them over to the open window and then I screamed for help. Two men came in and bound them securely. Seeing my chance I jumped on them and beat them. I shouted to them until I woke up to find myself in my mother's room beating her. Never again will I say I only ate a little sauerkraut and then eat ice-cream. The results from eating the ice-cream on top of the sauerkraut was enough for me.

Positive

This vivid narrative is told with detail and directness. The last two sentences illustrate the principle of emphasis through repetition—"sauerkraut and ice-cream." There is an interesting variety of sentence structure. Spelling, punctuation, and vocabulary are adequate. "rascals", "flashed", "securely" are helpful.

Negative

The time element is indefinite—"one night"; "tip toed"should be hyphenated. "Exiting".

Excellent
Hudelson Score 5.1

6B Grade
Paper No. 698

Alexander and Diogenes

When Alexander was king he made a tour through Greece. Every body treated him with respect except Diogenes who was a philosopher, and belonged in the class called cynics. He always went about speaking the truth and he wore rough

clothing and lived in a large earthenware tub. One day the cynic was wandering around the streets with a lantern in his hand. When asked what he was looking for he replied, "An honest man". When the king heard of him he went to vis t him. Diogenes was lying on the grass in the sun and he did not pay any attention to Alexander. At last the king said, "I am Alexander the king". The cynic looked at him and replied proudly, "I am Diogenes the cynic." Alexander was amazed at the freedom of this man but replied, "If I were not Alexander I would like to be Diogenes."

Positive	Negative
This composition proceeds definitely through a beginning and body to an emphatic conclusion. The sentences are clear and orderly and show variety. Punctuation, spelling, and vocabulary are excellent.	

Good 6B GRADE
Hudelson Score Paper No. 624

An Exciting Adventure

While at the seashore, I had an unusual happening. My cousin and I had seen a boat, and managed to get it out of the water. We were now plugging up the holes For we wanted to go crabing in the afternoon. It was soon fixed. My cousin saw a boat slide. We found a pair of oars, put the boat on top of the tracks and we shoved. We caught a lot of crabs, and were starting home when the plugs began to come out. My cousin rowed while I bailed. Bang! the boat struct a rock which took the front of the boat out. A crab got a hold of my bare leg. It was a discouraged pair of boys with bruises cuts going home that night.

Positive

Mechanical errors put this composition in the "good" class. It proceeds definitely in a unified pattern.

Negative

Sentence structure is faulty in "sentences" 3 and 4. The last sentence comes too abruptly. Details concerning the return home are missing. Misspelling: "crabing", "struct"; "and" omitted in last sentence.

Good
Hudelson Score 4.1

6B Grade
Paper No. 626

My Chum

My chum is about four feet tall and is plump for her height. Her eyes are blue, she has a roman nose, small mouth, ruby lips, when she smiles she shows her pretty pearly teeth. She is of light complexion with curly hair. Going to school she wears a tan coat with a tan felt hat, and black slippers and stockings. Whenever she is asked to do anything or go anyplace she is always willing and is active in whatever she does. Can you guess who this is by my description?

Positive

This description has merit because of its attempt at complete detail. The closing sentence is typical of the personal note.

Negative

It lacks an adequate opening sentence. Second sentence should be divided or comma should be replaced with a semicolon. "roman" should be capitalized.

Fair
Hudelson Score 3.8

6B Grade
Paper No. 641

A Scare

Wasn't I frightened when I went up stairs to get my mothers dress. Guess what I saw. I saw a big white thing I the corner of the room.

I ran down stairs and out in the yard and told my mother. She told my father to get the gun and go up and she would

hold the lamp He took the gun and went up stairs and I followed him. He said Where do you see a white thing I told him and he went over to it guess what it was? Well I'm going to tell you it was the close tree with a surt on it and a sheet on it so it wouldn't get soild. And don't you think I didn't get the laugh that day for I did

Positive

"A Scare" is a personal recital of events proceeding definitely to a climax. The exclamatory style lends variety.

Negative

Paragraphing is faulty. Omissions in punctuation are numerous:
Sentence 1—!
Sentence 2—?
Sentence 5—.
Sentence 7—" "
Misspelling: "surt", "soiled".

Fair
Hudelson Score 3.9

6B Grade
Paper No. 646

An Exciting Adventure

One day at the seashore something unusual happened. I was forced to disobey my mother by going in the bay. I repeated over and over, "No". They began—making fun of me. They said I could sit in a rubber tube an could float. They had won. I decited I would try. In spite of my warning them not to turn me over, they did. I had lost my breath and was under—water. Suddenly I bubbeled to the top of the water. Mad, frightened, but learned a lesson had I. I was corvinced to obey my parents forever after and for weeks after I talked about this incident.

Positive

An attempt has been made to use the principle of emphasis.
"I was forced to obey"
"I repeated over and over"
"In spite of my warning" are of great help in giving emphasis.

Negative

Time is indefinite—"one day" Vocabulary exceeds spelling limitation.
Hyphen after "began" unnecessary.

Poor 6B GRADE
Hudelson Score 2.9 Paper No. 660

The book that I lost.

On my way home I lost my book, I laid it down and forgot it and it was taken. I lost It in the school yard, I thought of It and went to look for it but could not find it.

My name was in the back of the book, It was a physiology. It had a green cover, and it was about 7½ in long and 5½ in wide this is a very Indresting book, because it teaches you about your health If you wont to be healthy and strong read the physiology.

Positive

An attempt at exact detail is made.

Negative

Title is incorrectly punctuated. Sentence structure is bad and vocabulary is very much limited. There is an over-emphasis of "It".

Poor 6B GRADE
Hudelson Score 2.5 Paper No. 667

My Pal

Do you know of whom I am talking about. She is tall and slender, her hair is black, also her eyes are black she has bob hair, they are straight. Her teeth are as white as pearls she is always happy and she makes orther be happy. Her dressing is always neath. Her name is Careline. I like her very much for the way she act. Her complection is brunete she is very pleasant to me. any jame you want to play shes always welling to. Do you thing I am right?

Positive

This composition has the merit of an opening sentence, body, and conclusion.

Negative

Mechanical errors are numerous. Punctuation, spelling, and sentence structure are inadequate. "about" unnecessary in sentence 1. "jame", "neath", "thing".

Very Poor
Hudelson Score 1.8

6B Grade
Paper No. 684

My Friend

My Friend is goy, He is gentel and he very good manner. Whan hin dress he one of the best friend ever mett. He is obout five feet. I all ways coll him goy, but very bady colls him jousiph. When he hes a smol on the fase.

Positive

"My Friend" indicates some "sentence consciousness".

Negative

Vocabulary and spelling limitations spoil the structure of this painful attempt. There is a general omission of verbs and adjectives.

Very Poor
Hudelson Score 1.9

6B Grade
Paper No. 694

A Dream

When I went to sleep one night I dreamt that I went to a ball and gwess who I saw, I saw Mary and Darthey there and we had ice cream and cake, and after we got finished we start to dances, Domic and Jhon came in and Dorthey start to dances with Domic and Mary start to dances with Jhon. Then the music stop and Rose was sing with her boy friend. So it was about 12 o'clock when we all went out so whent. I got up in the morning I was so happy that I burst out haught, so my mother came up stairs, she sow me. haught and she said, what her you haught out; so I told my mother all about my dream, So that was my dream. The Eent.

Positive

Follows a definite plan to the concluding sentence and therefore has unity.

Negative

This composition is spoiled by frequent "run-on" sentences; spelling and punctuation errors are numerous. Vocabulary is very much limited.

7A GRADE

Excellent 7A GRADE
Hudelson Score 4.7 Paper No. 701

A Slippery Morning.

As I awoke one cold morning the windows were so covered with frost I could not see the street at all. I dressed as usual, packed my books, and was ready for school. As I opened the door I was very much surprised to see a thin coating of ice. It looked like glass. I was afraid to go out, but as I had to, I started.

It was almost nine o'clock so I walked fast forgetting all about the slipperiness and down I went as hard as I possibly could. I felt much ashamed and turned about to see if any one was looking at me. No one was looking and I was very glad of it. I picked myself up and went on to school. From that day until now I take my time on slippery mornings.

Positive

This composition is a clear, personal account of a misadventure, told directly and emphatically. It proceeds as a unit through an opening, body, and conclusion.

Negative

Period after title is unnecessary. Time element—"one cold morning"—indefinite. First "sentence" of second paragraph should be made into two.

This composition should be rewritten into three paragraphs.

Excellent 7AGRADE
Hudelson Score 4.9 Paper No. 715

My First Party:

My first party was given me when I was five years of age. My mother had promised me it because I was a good girl. The party was to be given on that coming Wednesday, and as this was Tuesday we began to prepare things.

The dining-room table was covered with a white table cloth, and from a paper center piece on the table long streams of different colors of paper led to each guests' plate. There also were weird little souvenirs for each guest.

My guests were to be twenty-three children of my age, and some over. They came in little bunches, and my mother and I received them at the door.

For refreshments my mother had ordered a large cake with white ic'ing and in the center of it was my name written in large pink letters. We also served ice-cream which was hard and shaped into different things. There were cakes with all kinds of funny shaped men on them, and some shaped into different animals. Beside each plate was a little basket of candy.

After the refreshments we played games. Some of them were Blind Man's Bluff, When I am Going to the Market, Peter Hermans Ghost, London Bridge etc. It was eleven o'clock when the last of my guests departed. I could not help my mother clean up a little before we went to bed because I was too sleepy.

Positive	Negative
This composition has the merit of details which contribute to vividness. The sentences proceed definitely in a unified manner to the closing sentence.	The five paragraphs could be combined into three. Colon unnecessary after title. "Guest's" not "guests", "icing" not "ic'ing", "streams" for "streamers." "promised me it" is awkward.

Good 7A Grade
Hudelson Score 4.3 Paper No. 717

My First Ride in a Hay Wagon

The most exciting moment in my life was a ride in a hay wagon. It happened when I was visiting my foster aunt and uncle. This was a bright July morning when every one likes to go out. I was feeding the chickens when Uncle Ben asked me would I like a ride in the hay wagon. I was always looking for adventures. Now was my chance to get it. Not thinking I let the chicken feed drop. Quick as lightning I went to wash my hands. When I came out Uncle was waiting for me. He helped me up on the seat. But I insisted upon sitting upon the hay. Every thing went nicely until Uncle's wagon jarred and I fell head first in the road. When I awoke I was in my aunt's bed. I don't think I well ever ride in a hay wagon again.

Positive

This interesting composition excels for its personal observations, such as, "when every one likes to go out", "I was always looking for adventures. Now was my chance to get it."

A few short sentences create the effect of speed.

Sentences indicate knowledge of emphasis.

Negative

Time element comes late in the composition. "*moment*" and "ride" are doubtful. Could be rewritten to make three paragraphs. "Well" for "will".

Good
Hudelson Score 4.6

7A Grade
Paper No. 718

An Interesting Experience

One rainy afternoon, as I sat in my parlor reading the Evening Bulletin my mother asked, "What is the weather for tomorrow?" I answered, "The paper states, 'sleet.' So I suppose it will be quite slippery tomorrow."

When I awoke the next morning, looking out of my window. I saw that the streets were covered with a thin coating of ice, I was dressed in a jiffy and ate my breakfast for I was eager to take a slide. In a short while I was finished, after I had packed my books I was ready for school. I was in such a hurry that I forgot my galoshes. As soon as I was off of the steps I started to take a slide, and oh! what a fall I had. I was niver eager to take another slide.

Positive

This is a clear, unified account of a personal experience. The opening paragraph attempts to introduce the central idea in an original manner through conversation.

Negative

Time element—"one rainy afternoon"—is indefinite. Could be rewritten into three paragraphs. "niver" for "never", comma necessary after Bulletin. Capital S for "sleet" necessary. Sentence structure faulty: "In a short while . . . Jiffy"?

Fair
Hudelson Score 3.2

7A Grade
Paper No. 741

Our Auditorium

Comparing our auditorium with other auditoriums ours is humble. It has many things that an auditorium has, although is is samller that others. It has an upright piano and a large victrola. It has nice comfortable seats. The painting is of a brown color. The windows are very wide which make the room have light. It has four bright electric lights. As I said before ours is humble because it is smaller than other auditoriums.

Positive

This description has the merit of unity. The closing sentence, by repetition of the opening sentence, gives emphasis.

Negative

This composition lacks life; it is uninteresting and merely a brief record of a room as seen by a hasty observer. Four of the sentences begin with "It". Sentence 6 is awkward.

Fair
Hudelson Score 3.1

7A Grade
Paper No. 735

Our Assembly

Every two weeks we have a Class Assembly and only the high grades take part. We have the bible being read and every one must be quite. We have two songs to sing every morning. Friday we have two periods off for the Assembly and have for enhatainment orchestra Harmonica Club speakers and reports of Clean up. On Thursday after noon A man came in with Mr. Burkard. I was very surprise to see him. Oh I said to myself I know him he is Incle Whip and I was looking at him. I said to my girl friends he is going to talk to us. I was so please to hear him talk. I enjoy his speach very much and hope he will come back to see us again

Positive

This is an earnest attempt to describe an assembly. Some effort to use emphasis is shown in the closing sentence.

Negative

Inaccuracy of facts: Friday and Thursday afternoon. Misspelling: "enhatainment", "Uncle Whip", "quite", "speach". Incorrect usage (tense): "surprise", "please", "enjoy". There are numerous errors in punctuation: commas, capitalization, period, quotation marks.

Poor 7A GRADE
Hudelson Score 2.9 Paper No. 771

How to get to the Benson School from the Peirce

1. Hello! said Joe Mink to John Burton one of our schoolmates one Monday morning as we were going to shop.
   Where are you Going
   We are going to the Berson School for industrial arts.
   Why do you go to the Benson for " " .
   Because we havent any romr in our school replied John
   What is the nane of your teacher
   Our shop teachers nane is Mr. Hickman
2. Where is the Perirce and Benson Schools.
   The Peirce is 24th nd. Christian St. while the S Benson is 27th nd Warton.
   What route do you take
   We Generally come along Grays Ferry Road to 27th nd and turn down 27th nd to warton.
3. How is the walk inquired Joe
   Oh! it is beautiful, why it makes you thinks you could fight a giant and it is so pleasant.
   What are the Landmarks asked Joe
   Why the Arsenal is at 27th nd and Grays Ferry Ave. and the Railroad is opposite and the stores Beautiful Building which you pass as you come along 27th Street.
   Well so long said Joe
   So long said John

Positive

An interesting attempt at exposition by use of conversation.

Negative

This is decidedly not a composition but merely an outline poorly done. There is a general disregard of marks of punctuation, especially quotation and question marks. 27th nd ?

Poor
Hudelson Score 2.5

7A Grade
Paper No. 753

An Intresting Expierience

Once last summer as I was walking down Federal Street. I saw a man whipping his horse very severly, when all at once the horse gave a jerk, which threw the driver back so that he dropped the reins. Then started galloping down the street.

He kept up at this rate of speed until he was stopped by a policeman who said "if the horse was whipped again the driver would be reported to the Prevention of cruelty to animals"

Positive

This composition carries an idea to completion.

Negative

It is marred by mechanical errors. Sentence structure is bad. First paragraph should be revised to include at least three sentences. Period after "street" instead of comma. "Then started galloping"? Misspelling: "Intresting", "Expierience", "severly". Punctuation errors in every "sentence".

Very Poor
Hudelson Score 2.2

7A Grade
Paper No. 772

A Runway horse

A driverleft his horse at 19th and Reed st, about tuelue at noon, The children were coming from school and running across the street.

When all of a sudden, the horse dashed around the cornor, Which excited most of the children that saw it, The safety patrol boy who was on the cornor at that time, notice it, he ran and got a holt of the talegate, and climed in the wagon, he got a holt on the rams, and of good hard jerks, nought the horse to a stop

Positive	Negative
Ideas are presented in a unified pattern.	This composition is spoiled by a lack of sentence sense. Commas are used indiscriminately: after "noon", "saw it", "noticed it", "the wagon". Spelling inferior and vocabulary limited.

Very Poor
Hudelson Score 2.2

7A Grade
Paper No. 779

The Auditorium

Our auditorium of the G. S. Benson School is in a splendid locality. It refers to changing rooms every hour because it is right accross the hall. and we have not not much to walk.

.And when we have to go for English & music. I am perfect willing to go because it has comfortable benches. And the room has plenty pure air for us to breathe in. And it is a regular sized room with three open spaces for us to walk up & down the Isles.

The auditorium has pictures hanged on the walls. And a piano on one section of the room. And two tables for the teachers. It has statues of poetic men.

Positive	Negative
	A disjointed attempt at description; a mere jumble of facts which lack definite sentence structure and clearness. There are confused references. Rules of punctuation are disregarded in almost every line. "Isles", "&", "accross".

7B GRADE

Excellent
Hudelson Score 5.2

7B Grade
Paper No. 805

Benson Line Formation

Our school has a special plan for entering the building. Knowing that you can't come to see it I will tell you about it.

Upon our arrival at the school we may play or chat with our chums. But when the bell rings we must stop whatever we are doing and go to our lines which are easily found because there are numbers painted on the ground which correspond with our room number. When we reach our lines we stand according to size with boys in one line and girls in another. When the second bell rings the teachers in charge give the four leaders the command to move toward the two fire escapes the leaders divide in four streams and merge into the fire escape and the classes follow in an orderly fashion. There is a traffic squad which will render assistance if any is needed.

We hope you understand and agree that we have a useful and orderly line formation in the G. S. Benson School.

Positive

This exposition follows a clear, orderly pattern. It illustrates unity, emphasis, and coherence. The three-paragraph division is justified. The vocabulary is helped by "render assistance", "correspond", "merge".

Negative

The use of the comma to set off dependent members is completely ignored. The 4th "sentence" in the paragraph 2 should be punctuated to make two sentences.

Excellent
Hudelson Score 5.4

7B Grade
Paper No. 806

Benson Line Formation

The Benson pupils form their lines in a very orderly fashion. This is true because the pupils obey the rules for getting into line I will tell you exactly how it is done.

As soon as we enter the schoolyard, which covers a large

area of ground, we are free to do what ever we wish. The pupils can play any game they choose or they may chat with their chums. As soon as the first bell rings all play ceases. The groups separate and the scholars move with a rapid pace toward their lines, but there are a few children who lag behind. The children make no mistakes there are figures, corresponding to the room numbers, painted on the pavement. We arrange our lines by sizes, larger pupils at the rear of the lines, and by sex. Boys in one line and girls in the other. There usually are two teachers watching the formation of the lines and there are girls on the traffic squad who see that there is no talking. When the second bell rings the teachers instruct the leaders to advance toward the towers. The children then divide into four files, two files going up each tower. In this way we get to our rooms very rapidly.

Now I hope you fully understand the way in which the Benson pupils form their lines. Do you not think it is a good plan?

Positive

This exposition is clear and proceeds definitely through an introduction, body, and conclusion. The vocabulary is adequate; the spelling is accurate. The division into three paragraphs is correct. Coherence is secured through: "as soon as", "when the second bell", "in this way".

Negative

"Sentences" 2, 7, and 9 need revision. Mistakes are due to failure to punctuate properly or to complete the thought.

Good
Hudelson Score 4.6

7B Grade
Paper No. 830

A Sad but Goyful Assembly

We had many assemblies in our school that were very interesting, but only one that had its joys as well as sorrows. It was the rehearsal of the graduation exercises.

All the classes were assembled except those that were leaving. For them one room was left vacant. Meanwhile, the school

orchestra began to play and the graduates marched solemnly in, in files of eight, and took their places. How well the salutatory and valedictory was delivered! Ah! But our hearts were filled with grief to think we would never again see our dear friends in assembly.

Finally the orchestra struck up a melody and our departing friends marched out in a solemn procession after singing our inspiring Childs School Song.

Positive

This follows a three-paragraph unit and indicates an attempt at coherence: "meanwhile", "finally". The vocabulary is adequate. The spelling of all of the "big" words is correct.

Negative

First sentence is awkward. "Goyful" for "Joyful".

Fair 7B Grade
Hudelson Score 3.9 Paper No. 847

An Interesting Assembly

Who is that Mr. Burkard is bringing in? A policeman! I suppose somebody must have done something wrong and the policeman is going to tell it before the children. No, he hasn't a uniform like the ordinary policeman on the street, but I suppose Mr. Burkard will introduce him to us. Yes, I thought so! He is Inspector Stuckert assistant to Director Elliot. He told us about a policeman and what is his duty and what he should have. He also told us somethings that happened to him while on duty. You may be sure I listened to every word he said.

Positive

This composition has a splendid introduction, dramatic and original.

Negative

This composition does not fulfill the promise of the introduction. The body, consisting of but two sentences, does not adequately develop the thought. The conclusion is weak and uninteresting. "somethings".

Poor 7B GRADE
Hudelson Score 3.1 Paper No. 855

My Chum

My chum is Lillian Davis she is a very social girl. She is a year younger than I am. She has a very nice dispoisition and she had her hair cut just as I had my hair cut. She said if I let my hair grow in she said she was going to let her hair grow in too. The things she like to do is go swiming, skating, and go to the mouies. Every where I go Lillian Always go, because her mother said she was very fond of out door sports. When we go to the movies she pay my way one week, and I pay her way the other week. On sunday we go around her uncle's house and he teaches her how to spread the egale on skates, he has a very large skating rink in which he takes us our there every sunday about six oclock.

Positive

There is some attempt to follow an orderly sequence of ideas.

Negative

This description lacks a conclusion and "sentence sense". The present tense of a verb is generally used instead of the past. The use of capitals is indefinite: "sunday", "Always".

Poor 7B GRADE
Hudelson Score 3.1 Paper No. 871

How To Play Dodge Ball.

Dodge ball is a very good sport. game for children. It is a very popular game for public schools in Phila.

The object for playing the game is for seeing which team will win.

There are two teams Blue & Gold, they should be equal divided twelve on each side.

For instance the gold is on the inside, blue on the outside. The blue tries to hit as many on the gold team as possible, so that team can win The circle is forty feet in diameter

Some of the rules are;:—for instance the outside team cannot enter the inside if they do it is a point for the inside team. You should pass the ball to some one else, and not try to keep it all the time.

Now for instance here comes the scoring, count the number on the gold and on the blue. which ever has the highest points wins

Eash team should have equal time. The limate is five minutes for each teame.

The benefit for the game is for recreation, and the joy of it is to see which team wins.

End

Positive	Negative
Basic ideas are clear.	This exposition is spoiled by the limitations of vocabulary, spelling, and punctuation. There is no definite knowledge of paragraphing, or the use of commas. Other errors: Period after title, "game for children", wrong use of preposition "for" & for and. Misspelling —"limate".

Very Poor 7B Grade
Hudelson Score 2.3 Paper No. 877

Coming into school.

As I walk along Sears St. I come by an Iron fence which walk beside it for a little while & enter the first gate I pass. And as soon as I enter the gate I am in the Benson Schoolyard where I walk around until I meet some of my friends & discus certain Maters of school & play games such as Running Tager, & Football until the first bell rings.

When the first bell rings at 8.45 A. M. I look awhile for my line which us painted on the ground with black paint & when the second bell rings I am ready to pass up.

As I assend the fire escape and walk to the third floor I am ushered in to a hall where I turn to the left and walk to the next room and turn to my right & take my seat & take out a book to study.

Positive	Negative
There is a clear sequence of development.	Sentence structure is bad. "Sentence" 1 has obvious omissions. "Sentence" 2 is too long and contains errors of spelling and punctuation. Paragraphs 2 and 3 need revision of structure. "usherd in" is a novelty.

Very Poor
Hudelson Score 1.9

7B GRADE
Paper No. 883

Our Assembly

On Friday morning we have an assembly The children are all standing out side the door, then the leader has a strick and point to them to come in and the musin play and we all marck in all at once, after we stay 5 min slicence and then the bile is read we have visice and they talk about health and many other thing Sonstine Mr. Burkard come and tell use abut chew gum and other law which we must keek in our head.

We have people resite, play, orchestra, after the assembly is done we all march out all in one line,

Positive	Negative
Basic ideas are clear.	Mechanical and structural errors put this composition in the "very poor" group. Evidently paragraph 1 was not meant to be one sentence. It needs revision in spelling, capitals, and periods. The same applies to the last "sentence."

8A GRADE

Excellent
Hudelson Score 5.1

8A Grade
Paper No. 902

Dodge Ball

One day last term, our school played another school, a game of dodge-ball. The players were well matched and bothe teams played their best. It was a very interesting game. As many people not know how to play it, I will try to describe how to play the game.

To play dodge ball a circle, usually about forty feet around, and a ball are needed. The ball resembles a basket ball very much. Ten or twelve players make the team. More can play if it is desired.

There are not many rules to the game. One is, never step over the circle when throwing the ball. If you do it count as a point for the opposite team. When a person gets hit with the ball it is a point for the other team. The point of the game is to dodge the ball. That is where it's name came from.

The benefits of this game are many. It makes you healthy and supplies good exercise for youthful boys and girls. Every child should know how to play the game. It is very exciting and interesting.

Positive

This composition follows a definite order of careful planning. There is an introduction, a discussion of equipment and rules, and a conclusion. The explanation is clear; each paragraph treats of a single unit. There are several apt expressions: "well matched", "resemble", "the point of the game".

Negative

Last sentence of paragraph 1 is unnecessary. In paragraph 3 the word "point" is mentioned three times. The first sentence is awkward. "it's", "bothe".

Excellent
Hudelson Score 4.9

8A Grade
Paper No. 908

An Instructive Assembly

Oh! What pleasure it was to hear that someone was coming to speak to us. Everyone was waiting anxiously for the speaker to

arrive. All of a sudden Mr. Burkard walked in with another man behind him. He introduced the to us. His name was Inspector Stucket who represented Director Elliott.

Mr. Stuckert told us the story of a policeman's life which was very interesting. I think it is worth while to know all a policeman has to go through. He spoke of how valuable a policeman is to a community. He told us of all the different implements a policeman has to carry and that each one was of great importance to him.

Do you wonder that I call this assembly an instructive one?

Positive

The composition follows an orderly plan—introductory paragraph, Mr. Stuckert's talk, concluding sentence—and has the merit of sincerity. The vocabulary is adequate: "waiting anxiously" "represented", "implements".

Negative

Sentence structure lacks variety; some sentences are "choppy". "speaker" omitted in sentence 4. Paragraph indentations faulty.

Good
Hudelson Score 5.0

8A Grade
Paper No. 918

An Amusing Assembly

Hark! The voices of the children in the assembly were silent. The door flew open and in came our principal Mr. Burkard and a former teacher of this school, Mr. Ernest Choate, who now is a teacher of English in the Oliver W. Holmes Junior High School.

After he was introduced Mr. Choate told us some adventures that gave us a thrill of laughter. He spoke to us of his visit to England, and France and many other places. The first thing he spoke of was the game he saw in England. The players used to play a little and then go for tea, while the immense croud waited for them to come back. It didn't happen once but every few minuts of the game. Generelly the game, lasted from 10 o'clock in the to 6 o'clock in the evening.

He then spoke of the pick pocketing in Ireland. While he was on a trolley or whatever they have their; A man was trying to go through, his pocket. He turned around and gave the man a harsh look. The man talked some kind of talk that he could not understand him, so he got off the car and walked a little Suddenly he heard a lady sing, "Yes Sir, thits my biby, No, sir, don't mean miby. Yes sir, thits my biby now." Mr. Choate mimicked so well that every body began to laugh. It certainly was an amusing assembly.

Positive

The composition indicates that attention was given to secure coherence between paragraphs: "After he was introduced", "He then spoke". There are several apt expressions: "former teacher", "immense crowd", "harsh look", "mimicked".

Negative

Mechanical and structural elements spoil this composition. Paragraph 3 lacks unity. Punctuation is often faulty—the comma is either omitted or used incorrectly. Semicolon (paragraph 3) is unnecessary. Misspelling: "minuts", "generelly", "their", "croud".

Good 8A Grade
Hudelson Score 4.8 Paper No. 927

The True Story of a Hen

Mother had been for weeks and weeks sitting on what was called an egg. One bright sunny morning I said, peep peep, out I walked. Mother said Cluck Cluck, this meant come in and keep warm. I had two brothers a little larger than I, for they had been hatched some days before me.

After a bit a boy came, and what do you think he did? Well he took us from our dear mother and put us in a basket here we stayed in a large house for a day. The next day he put us back under mother. Mother took us out in the yard to walk around. This she did every day till finally we were quite grown. I was very happy in my home. Every day a boy or girl would come out and feed us, they would play with us and put us on their shoulder, they would feed us lettuce which we enjoyed eating very much. All this made us very happy.

When I had grown big I would go every day to the nest and lay an egg, but each day the little girl came and take it away. I was not so pleased to have my eggs taken from me, so I dicided to fined a place where my eggs would be safe. So I flew over the fence and down a little passage way called an alley. I found a gate standing wide open I walked in. Just then a woman came out, she caught me put me in a box, and a few hours afterwards I heard her tell her family that she would have me for dinner. the next night. So now I wish I had stayed with my mother and friends where I was much better off.

Positive

Evidence of careful planning is shown by the logical development and coherence. ("After a bit", "When I had grown".) The introduction of conversation is helpful. Some good expressions are "Quite grown", "pleased", "decided".

Negative

Quotation marks are disregarded (paragraph 1). In first sentence separation of auxiliary verb from main verb leads to wrong emphasis. There are several "run-on" sentences. (Paragraphs 2 and 3.) Misspelling: "dicided", "fined".

Fair
Hudelson Score 4.2

8A Grade
Paper No. 931

Dodge Ball

Dodge ball is a game almost every person plays. The name dodge ball tells what to do. The object of the game is to dodge.

In order to play you must have either a yard or a gymnasium. In this place there is a ring or a circle. The players get around the circle and some on the inside. The players on the outside have a ball.

The ball is aimed to hit one on the inside. If your foot goes on the inside of the circle a point is given to the other side. You cannot aim for the head.

I think dodge ball is a very interesting game. The different schools often play for championship. Our school last term played for chanpionship. They were on the road to success when they lost. Our school did not go away saying to other team cheated. They cheered them in stead

Positive

There is a good opening sentence which leads to the explanation. The paragraphing is adequate.

Negative

There are several careless omissions in punctuation and vocabulary. Sentences lack variety; emphasis is not secured, due to faulty word order. See last paragraph. This also lacks unity. "Our school last term", "in stead", "championship".

Fair
Hudelson Score 4.2

8A Grade
Paper No. 935

Why I Should Not Be Late

Lateness is a very disgraceful thing. There is a saying, "An Early Bird Catches the Worm." Lateness in school is a very bad habit because you form your habits while you are young, and when you form a bad habit such as being late you have a hard time braking it. Since I go to school I was never late yet because I formed a habit of punctuality when I had just started school. I am so glad I can say that, "I was never late."

Here we talk about our selves being late. I suppose that no boy or girl man or woman would like to have people say bad things that concern their being late. People that come in late are not dependable because they miss all the work in that time. When you come in late you are always in a hurry to make up the things you have lost which will likey cause some accident or other, it will also hinder your progress. It will also form a idea of lazyness.

When we go out in the bussness world and we come in late into the office the employer will either give. you a lower job, put you off, or take off some of your pay which I am positivly sure nobody would like. You are always making people suffer by your being late, by keeping back the work. You also lower their pay on your account.

Positive

The opening paragraph contains a good topic sentence. This thought is developed throughout.

Use of a motto is good.

Negative

This composition is marred by its "wordiness", a kind of repetition without structural emphasis. There are grammatical errors: Lack of agreement of pronoun and antecedent in sentence 2, paragraph 2, ehange of person in sentence 1, paragraph 3. There are errors and omissions in punctuation. Misspelling: "braking", "positivly", "bussness", "lazyness".

Poor 8A Grade
Hudelson Score 3.4 Paper No. 950

End Ball.

End ball is a very interesting gam if you know how to play it. It is a sporting game to play. When you play end ball you must have the material to play. it. you must have a yard to play the game in and a guarding line so you won't go out of the base in which you stand and circles for the basemens to stand in and a basket ball. and a referee. to mark the points in which you earn.

When you play end ball you must be careful that you do not go out of the circles you can have one foot in and the other one out When your captain throws the ball to the basemen the guards try to stop the ball from the basemen. What ever side wins it is the time to change sides and let the other sid get a chance

Positive

There is a rough division of the material into two parts. The first paragraph contains the introduction and the second paragraph is devoted to the rules of the game.

Negative

The entire composition lacks clearness, due possibly to "run-on" sentences, errors in punctuation and grammar. "basemens", "in which you earn", "what ever side wins", "sporting game to play". Period after title is unnecessary.

Poor
Hudelson Score 3.4

8A Grade
Paper No. 962

How To Play Dodge Ball.

Dodge Ball is an interesting game to play, many children play it for a school sports it gives strength in your body.

The aim is to hit as much people in the circle as you can, hit hard and strong.

The people that are in the circle have to dodge the ball, and let it not hit you; they must not have their feet out of the circle or they will be counted against them.

There are teams as for our teams the Blue and the Gold Team, they must not cheat.

The circle is forty feet in diameter. Now we are going to play dodge ball

The teams must have rules they are, the team that inside the circle must not go outside the circle. If you are hit go outside

Time is five minutes for each to play. The team counts the people in the circle that were not hit they are counted one for each. The team is has more than the othe wins. The benefit for this game is enjoyement.

Positive

The vocabulary is adequate.

Negative

This composition indicates a lack of coherence. The paragraphing is faulty and the numerous errors in punctuation and "run-on" sentences show a lack of sentence consciousness. "enjoyement". Period after title is unnecessary.

Very Poor
Hudelson Score 2.1

8A Grade
Paper No. 970

Why I Should Not Be Late

If I be late in school I will form a bad habit for when I go to work. I will be pulling down the record of my school.

If I go to work and be late every day or almost every day I may be making other people suffer, I may be in a hurry to go that I may forget to take something that is very important, my employer may be losing for me being late and I will be getting less money at the end of the week if I get paid then, it may cause me to lose my job also, I am hindering progress when I am late. You are losing time very badly when you be late.

Positive

Spelling is accurate; "hindering progress" is a surprise in this type of composition.

Negative

This composition is graded "very poor" because it lacks a unified progression of thought. The sentences are of the "run-on" type and the ideas undeveloped. "If I *be* late" "for when I go to work."

Very Poor
Hudelson Score 2.1

8A Grade
Paper No. 976

A Thrilling Assembly

Oh Boy! The Students' Council was leading the assembly. We all know it would be a thrilling one with Humbert D'Orgnjo, president. We have had a few selections, one selectione was great.

Then Dr. Burkard told Humbert the Students' Councils assembly was very thrilling.

Positive

Negative

This is a forced bit of writing, uninteresting and without a progressive development. Punctuation is faulty, period is missing at end of first paragraph. Apostrophe missing: "Councils". Misspelling: "selectione", "Thrilling" is used three times.

Excellent
Hudelson Score 5.4

8B Grade
Paper No. 1003

End Ball

The most popular game played by girls in the grammar schools is end ball. It is an interesting game not only to those who play

it, but also to the spectators; and is reccomended for girls chiefly because it is not a rough game, but one full of fun and enjoyment.

End ball is usually played with a basket ball. Besides the ball, one must have a court and players, The usual number of players required is twenty, although eight players may engage in this game. A score-keeper and a referee are necessary, or one person may keep the score and referee the game as well.

The court should be marked off into two parts, a line showing the center of the field. Four circles should be drawn, side by side, across the court about 8 ft. from the dividing line. The teams are now formed, ten players on each team, a referee is chosen and then the teams elect a captain. Four players, called basemen, stand in the circles on one side, and the same number from the opposing team are placed in the circles on the opposite side. The other four players from the first team stand in front of the basemen of the second team, and the same thing is done with the opposite guards. The captain stands at the line and throws the ball to one of the basemen. If the baseman catch the ball, a point is scored for their team. The object of the guards is to prevent the basemen from catching the ball. If the basemen fail to get the ball, the guards throw it to their captain, who in turn throws it to one the basemen on the other side of the line.

I have often seen this game being played and I can truthfully say that it is a fine, clean, healthy sport.

Positive

This exposition follows a definite order. It is clear and told with a wealth of detail. The opening and closing are particularly fine. The vocabulary is adequate. "opposing", "opposite".

Negative

The punctuation of sentence 2, paragraph 1, needs revision. "reccomended". Confusion of number: "basemen", "basemen" (paragraph 3).

Excellent 8B Grade
Hudelson Score 5.8 Paper No. 1004

Adventures of a Mouse.

My! My! we mice certainly do have a hard time. It seems

as though every time we go out for dinner something happens. Not long ago I almost died from heart-trouble.

On this particular occasion, my friends and I were to go to one of the most exclusive cupboards in the city. Of course we primped, and finally, when we were all ready, we started out. My only enemy is a big, bully cat, who tries to eat me, and when we were gaing aut of the hole, this cat jumped at us. Such a time you've never seen in your lives. Under fences, across streets, in and out alleys, until we reached the big house where the cupboard was located. Right into a hole we scampered, looking around only once. But when we stopped, there was no cat to be seen. I went to the hole and peeped, and what do you suppose I saw? Perched on a high fence was the cat, waiting for a big bulldog to retire from under the fence. We had laughed aurselves nearly silly, when ane mouse stopped. On asking him the trouble he said, "We came out to dine, not giggle over a crazy cat." So off to the pantry we scampered, and finding the coast clear, made ready to devour some of the delicious hams, enticing cheeses, and lots of other goodies. After we had eaten, we swapped stories until time to retire.

This adventure I consider one of my greatest, merely because the cat found his match in the bulldog.

Positive

Here is an original bit of writing, at once sympathetic, vivid and interesting. The verbs and descriptive words are especially helpful: "particular occasion", "exclusive cupboards", "scampered", "perched", "delicious", "enticing", "devour".

Negative

Period after the title is unnecessary.

Good 8B Grade
Hudelson Score 5.2 Paper No. 1033

The Story of A Cotton Seed

I was living in Virginia with my sisters and brothers before I was made into this beautiful cotton dress. It was a very large family my mother had yes large indeed. Our family was so large that it took four acres of land for us to live on.

I was next to the youngest child, and my sisters and brothers loved the youngest one but not so much as they did me. One nice warm day I heard my elder sisters and brothers talking. They were saying that farmer Brown had asked for more help in the field because cotton picking was soon. I knew we were a beautiful sight in the fields looking like downy feathers on the ground. Oh! but now we will soon have to leave our homes and go-where?

I did not mind going some where else if I was sure I could be with some of my other sisters and brothers: Another warm day came and a lot of men and women were in the fields picking us. I wished to get with many of my sisters and brothers. "Where are we going?" I asked one of them. "Oh!" answered one of them "we are going through a lot more before they finish with us yet but, do not be afraid I will always try to be with you." But as fate would have it we were all parted from each other. I was carried to a factory; there they squeezed me until I cried. They called my tears cotton seed oil. Then I was carried through another machine this time I was nice and smothe. After a while they thought of something else to do. They put me through a loom and they finally took me out and I was a pice of cloth. Oh! but I was white. But after awhile I saw a man coming for me he put me in a big boiler, it looked to be and I was dyed another color. What do you think it was, it was a baby blue.

Now I have nearly ended my adventure or career I said but no I was in an automobile being carried to a dry goods store I was put on sale for one day only at fifty-nine cents a yard. Every body seemed to want me I was cut oh! so many times until there was no more of me left.

"Wake up Alice it time for you to be off to school." "Yes, mother dear, I was just dreaming that I was a cooton seed and I had ever so many adventires.

Positive

This imaginative, interesting adventure follows a very definite outline and proceeds dramatically to a climax. There is a variety of sentence structure. "They called my tears cotton seed oil".

Negative

Faulty punctuation spoils this composition. See sentence 3, paragraph 1; sentence 1, paragraph 3; quotations within a paragraph, last two sentences paragraph 3. Misspelling: "smothe", "cooton", "adventires".

Good
Hudelson Score

8B Grade
Paper No. 1034

My Life as a Kitten

As far as I can remember I was taken from my parents when but 5 months old and given as a birthday present to a small girl.

This little girl was very kind to me and very gentle. I enjoyed my new home very much until a baby brother came, who made my life very miserable.

Finally one day when the older people were out in the yard, the baby, not knowing any better, pulled and stepped on my tail, which made me very angry. I scratched him until he bled. His mother on hearing his cries came to his aid, and, in finding out the trouble, threw me out of doors to lead the life of an alley cat.

Positive

This is a compact, simple narrative generally free from technical errors. It has unity, emphasis, and coherence. There is a definite sequence from introduction to conclusion. Sentence structure indicates a knowledge of emphasis. "very miserable", "aid".

Negative

The composition lacks complete development of the central theme. It needs more detail and action. 5—"five".

Fair
Hudelson Score 4.1

8B Grade
Paper No 1058

Joseph Rodman Drake's Poem

I am fully convinced that Joseph Rodman Drake's poem the "American Flag" has given the highest honor to its creation.

Freedom snatches from the heaven the colors of our standard. The red bands he grasps from the sunset, the blue from the beautiful evening sky; and the white stripes he takes from the milky way. She calls the eagle from his mansion in the sun to give him the symbol of her chosen land. into his mighty hands. He almost makes natural an imagination of angels bringing earthward the standard. The young poet imagines bringing blessings with the heaven born hues.

I hope I have thoroughly convinced you that Joseph Rodman Drake's poem the "American Flag" has given the highest honor to its creation.

Positive	Negative
A rough plan seems to have been followed. The vocabulary, evidently taken from the poem, is excellent and spelled correctly.	The opening and closing sentences are so much alike as to indicate a paucity of ideas. The second paragraph lacks unity and coherence.

Fair 8B GRADE
Hudelson Score 4.0 Paper No. 1060

A Musical Comedy Assembly

One of the most interesting assemblies we have ever had, was the one led by class 3, the Famous Class 3 of last term. The assembly took place in the last week of the term.

The couple that made this particular assembly the best, were Humbert D'Orazio and Anthony Varello. We waited for the leader to call their names on the program. Every boy and girl waited patiently.

Well, at last they came in from the dressing room. Humbert as Rachel, and Anthony as Reuben. They acted like Jiggs and Maggie, with a rolling accompaniment.

From the applause at the end, I think most of Class 3 had a comical assembly.

Positive

The first two paragraphs create interest. There are no errors in grammar or spelling. There is a "sentence consciousness".

Negative

The promise of the introduction is not fulfilled in the body. There is no development of the idea. The vocabulary is limited. The last sentence in both paragraphs 2 and 3 could be combined with previous sentences.

Poor 8B GRADE
Hudelson Score 3.4 Paper No. 1018

A Silver Dollar

In the city of Petertown there was not much said about Silver as it is now. My life is short but it is worthwhile hearing about Petertown at that time was rule by a King. One day the King sent some Silver dollars to the mint to be shine, i happen to be in that crowd, and to the rocking of wagon I fell out leaving behind, my brother, and compasions. I no longer stayed there when along came a man by the name of Jone and pick me up, and put me in his pocket.

I not liking dark places fell out of his pocket in the frosty white snow. Later the good Lord send some rain to wash me away.

I was then founded by a little girl who said, "I will keep you for christmas in my bank. As it was said you know. But nevertheless where ever their hope theres will.

Christmas final came and I ended my life in the stores in Philadelphia.

Positive

Negative

This is a grotesque attempt at an imaginative adventure. After the first two sentences there is a glimpse of unity. The rest is somewhat incoherent. "My life is short", "I ended my life". There are numerous errors in punctuation and sentence structure. (See "sentence" 2) "final came" "As it was said you know. But nevertheless . . ." "compasions".

Poor
Hudelson Score 3.4

8B Grade
Paper No. 1027

And Autobiography

I am writing the Autobiography of my life to make it more intersting to my people and friends.

Little me was born on a sunshining and cold day March fifteen ninteen fourteen in little old Philaadelpha. I arrrieved crying so I was told.

In my childhood I can remmber back when I wonder would I ever grow so I could go to school. Then one day Mother left me home (by the way my father is and unteraker) by my self and we had two or three dead bodies in the house at that time. I was tring to play something on the pinio and some nusic drope behined and of caurse I went to pick it up as I turned I saw this man one minute I was so scarid I was fread to move becaice that. was the first time I had ever seened any body dead. I ran out in the street and if I did not cry you should have been their. I am not now.

When I stared to school I stared at a school 20 and Catherine Street in the 1a. I liked my teaches very well. I can remmber if I was ever bad in school the teacher would pulled my curls out because I had really long hair and every morning if I was late or early I always would have Mother to curel my hair. (I wish I had it now).

I am not in the 8B Grade and my furture plans are to finished school. I am going to be a Prarmacist and if I living I will opened ny drug store and if I find a man I love I will marry him.

Positive

There is some attempt to observe the principle of unity. There is a progression from childhood to the 8B Grade. The final sentence is a revelation.

Negative

The inherent interest of the material of this autobiography is spoiled by many mechanical and structural errors: "And" in title, Capital "A" in sentence 1, "intersting" in sentence 1. The "run-on" sentence and frequent errors in punctuation and spelling: "unteraker", "Prarmacist".

Very Poor 8B Grade
Hudelson Score 3.1 Paper No. 1069

A Lump of Coal

I was born in a dark mine in spring, late in the winter some men came down there and put some larges posts about the mine to keep the walls from fallen. After a while I heard a noise, I then fell out from my hidden place.

I was broken in pieces by the miners picks then I was place on a little train with the rest of friends in a little car after ridden about tuo miles we cane to a stop all a sudden the hold car was place on a larg something and taken in the air, when we reack the top we then was taken to the breaker where I was made into small pieces. We was dump into a slide when there was boys on eack side. From there I was made into "nut coald" was then Clean and put into a larg car and taken to "Samuel young," coal yard. I was then put into and wagon and taking to a house on main street. I was dump into a cellar. later I was burnt to death.

Positive

There is a clarity of thought leading from an introduction to an ending. Some attempt is made to observe coherence: "After a while", "From there", "Later".

Negative

This composition is graded "very poor" because it makes no attempt to observe sentence endings or beginnings. The first six lines of paragraph 2 show this clearly. Tenses: "fallen" (falling), "hidden" (hiding), "Clean" (cleaned), "dump" (dumped)

Very Poor 8B Grade
Hudelson Score 3.1 Paper No. 1072

The American Flag

I feel that Joseph Rodman Drake Has given to our standard the greatest honor.

our Freedom in this country was as high as the heighest mountain in the world.

The stars from heaven he put into our Standard. And our flag mingled with the colors of the sky. She mingled with the Milky

baldric of the heaven and put the color from heaven into our flag. And god from his mansion in the sun called the eagle the king of the birds. and into his mighty hand she sat on our american flag as her sympol of her chosen land.
and I feel that Joseph Rodman Drake's poem the American Flag has given our standard the greatest honor in the origan.

Positive	Negative
	The paragraphing is faulty. The body is incoherent. There is no clear sentence sense. Faulty capitalization: "Has" sentence 1, "milky" "sentence" 5, "american" "god" "origan"? Vocabulary beyond the limitations of the pupil.

CHAPTER V

Interpretation and Application of Results

1. *Limiting Conditions*

Before any valid interpretation of results can be made, it is necessary to state the limitations of this investigation.

(a) The Philadelphia Course of Study in English subdivides instruction in written composition into definite teaching units. Certain qualities of composition are assigned to special grades; *i. e.*, the principle of unity to Grade 5, the principle of emphasis to Grade 6, the principle of coherence to Grade 7, and to Grade 8 a review of these three. The subject matter for the selection of topics is also indicated. In Grades 3, 4, and 5 topics are drawn from the common interests of children, from literature, and from pictures. In Grade 6, description is stressed, in Grade 7, exposition, and in Grade 8, a review of narrative, description, and exposition summarizes the complete course in written composition.

It can be seen at a glance that a scale or set of standards devoted only to one topic and to one discourse would be of little or no value to the classroom teacher. Since this study is based upon the requirements of the Philadelphia course, the wide variety of teaching units had to be considered from the point of view of the teacher and her needs. This meant a variety of topics or assignments for each grade concerned. In this connection, it should be noted that different assignments will produce varied results in the work of individual pupils. Nevertheless, the topics were based upon the requirements of the course of study. Theoretically, it would have been desirable to disregard the course of study and produce a homogeneous set of standards based upon narratives from experience, but the writer believed that the tentative standards, in order to be of value to the teachers in District Two, should recognize the distinctions mentioned in the Philadelphia Course of Study in English.

(b) As indicated in Chapter III, Procedure, the conditions for collecting data were made uniform. Subsequently the most representative papers were selected, and these in turn were scored with the use of the Hudelson English Composition

Scale by especially trained experts. It is at this point that a limitation should be noted. The conditions requisite for accurate testing with the use of the Hudelson English Composition Scale demand conditions of testing as nearly as possible uniform with those under which the sample compositions of the Hudelson Scale were obtained.[1] In District Two, the data secured were based primarily upon the teaching methods and time allotments of the Course of Study in English. This required an oral preparation period, and a period for written work. While all the papers were first drafts, there was a very brief time allotment for correction of papers by the pupils. The difference in conditions challenges at once the use of the Hudelson Scale. However, since the scores obtained were used as a *check* upon teacher judgment and not as the sole basis for classification of the representative papers, the scores of the reliable experts can be accepted as an approximation of their value in terms of the Hudelson Scale, even though the conditions of securing data were somewhat different. Under these circumstances the writer expected the District Two scores to be higher than the national standards. As a matter of fact they were not.

2. *The "Check" Scores*

An examination of Table V, Selected Compositions, will show that in no grade is any "Fair" paper equal in value to the national standard as indicated by the approximation or "check" score. According to a five-quality distribution of excellent, good, fair, poor, and very poor, the middle or median paper for a given grade is theoretically "fair". As far as District Two is concerned, "fair" is not to be considered the median paper for any grade, 3B to 8B inclusive. A further examination of Table V, Selected Compositions, will prove that in every grade *without exception* the "good" paper equals or more merely approaches the national standard for the grade than any other sample. It may therefore be stated that upon the basis of the tentative standards proposed in this study for District Two the median

[1] Hudelson English Composition Scale, World Book Co., 1921, pp. 25–26.

or middle paper in a given grade should be of "good" quality. It is the hope of the writer, that when this becomes known to the teachers of District Two, the achievement in written composition will improve because of the more intensive instruction necessary to meet the median of "good" in every grade.

3. *Positive and Negative Comments*

An analysis of each paper for merits and defects in the form of positive and negative comments yields a basis for diagnostic testing and remedial teaching with each class at each beginning of a new term. Since these comments are in conformity with the requirements of the Philadelphia Course of Study in English, they really furnish the teacher with a definite evaluation of the qualities of excellent, good, fair, poor, and very poor. While it must be admitted that no composition ever can be exactly like a given sample, there will be enough specific similarities to warrant a tabulation of the errors most common to a given class at the beginning of a school term. This should furnish a reliable working basis for instruction.

4. *Further Applications*

(a) The Teachers—If acceptable, a copy of these tentative standards should be given to every teacher in District Two, Grades 3B to 8B inclusive, for the purpose of intensive study and classroom use. A supplement should also be issued; this would contain samples for practice in scoring, now found in the Appendix, pp. 192–233; these compositions, already scored by multiple teacher judgment, and checked with the Hudelson Scale, have spaces for critical notes which teachers should from time to time complete for the sake of their own training.

As such, these representative samples are a substitute for subjective and unreliable teacher judgment. The use of tentative standards will no doubt stimulate further instructional activity in written composition and will help to objectify scoring upon the basis of general merit. It will be possible to classify pupils' written compositions more readily. It should, however, be stated that the mere use of these tentative standards as a device

in scoring will not of itself improve instruction. (The foregoing platitude is included to avoid any false interpretation of the purpose of these tentative standards.)

These standards represent an experiment in co-operative research. The interest engendered by engaging in a district-wide study should bear fruit when teachers know that at last it is possible to give them objective standards based upon the product of their own teaching. They, too, have helped to derive these standards. Because of this, the introduction of these standards should be an exceedingly easy process. The teachers of District Two will no doubt accept them gladly. They have already proven the need for such standards.

If the teacher finds that at the very beginning of the term her class equals or excels the "good" quality median, she should attempt the "excellent" quality as her goal. In this connection, she should note that the composition standards of the next higher grade are equivalent to the compositions of her class at the end of the term; that is, the beginning-of-term standards for the next higher grade can be interpreted as her end-of-term standards.

(b) The Principals—Any principal in District Two can readily discover the achievement level in written composition of his school in Grades 3B to 8B. If at the beginning of each term, he has each teacher collect a set of compositions in conformity with the procedure outlined in Chapter III and then has the teacher score them with the use of the tentative standards, he will have a distribution of scores for each grade. If the median quality is not "good", he can at once assume that a given class is not up to standard. He may discover plateaus of achievement—places in the school organization where there is no perceptible gain in achievement. This he can detect by means of the approximate or "check" scores. In conference with the teacher concerned, he can suggest a plan for the improvement of instruction. A discussion, too, of standards in written composition would make an interesting and valuable professional meeting with his faculty.

(c) Student-Teachers and Novices—No beginning teacher should be allowed to score a set of compositions without some

insight into the technique of scoring and without some definite objective standards. In schools of practice these tentative standards can be used to advantage; they will be of help to the student-teacher and will give the training teacher a definite basis for criticism. While the proposed standards may not be in keeping with any other district's achievement, they are decidedly better than no standards at all.

Teachers recently assigned to District Two, either by appointment from the Philadelphia Normal School graduate list or by transfer, should be informed without exception of the tentative standards and their use.

(d) The District Superintendent and Other Districts—Upon introduction of these tentative standards it will be possible for the superintendent of District Two to know definitely the achievement in written composition of each school in his district. If each principal at the beginning of the term submits a school summary of results for each grade-section in his school organization, it will be a relatively easy matter for the superintendent to secure a tabulation of results for the whole district and find the median score. If the district median is "good" he will know, according to these tentative standards, that the district achievement in written composition measured on the basis of general merit is up to standard.

Other districts and other district superintendents may wish to experiment with these standards. If so, valuable data may be secured leading to a revision of the standards set by this study.

(e) The Division of Educational Research and Results—If practicable, the results of this study may be used in a city-wide program to determine the value of these tentative standards and to give a city-wide interpretation to the values of excellent, good, fair, poor, and very poor in measuring the quality of written composition. From such data it may be possible to create a Philadelphia English Composition Scale, if the present tentative standards are found to be impractical. It may be possible as a result of a city-wide "check" study to refine the intervals between sample compositions.

CHAPTER VI

Conclusion and Summary

1. The purpose of this study—to establish tentative standards in written composition, Grades 3B to 8B inclusive, in District Two of the Philadelphia Public School System—is in a measure fulfilled. Because the standards are only tentative, they will serve a definite need until further studies can be made. While the greatest good that can result from the use of these standards accrues to the pupil and his teacher, this purely local study may stimulate and direct other local research toward written composition. The following investigations offer splendid possibilities in Philadelphia: an analysis of the writing activities necessary in local adult life, a study of vocabulary building from kindergarten to high school, a letter writing scale, and standards in oral composition.

2. In scope, the study embraces a field wide enough to yield a sufficient number of cases. In grades 3B to 8B inclusive, 7,500 children wrote compositions in 10 representative schools in District Two; 185 teachers submitted 1070 representative papers; these papers were then given a total of 10,700 judgment scores; 220 of these papers were selected by multiple teacher-judgment for further sifting; they were then checked by 10 experts with the use of the Hudelson English Composition Scale. This narrowed the choice to 101 representative compositions. Thus there were three sifting processes; the second was a check on the first, and the third was a check on the second.

The compositions selected in this manner may stand as tentative standards, representative of District Two.

3. The analysis of previous investigations, Chapter II, shows that this study, is in keeping with one of the modern tendencies in rating written composition. It is to be hoped that as a result of this study teachers will consciously attempt to objectify their judgment in measuring the quality of written English composition. This will, of course, depend on their

willingness to become expert in the use of these tentative standards. Practice samples have been furnished for this purpose.

4. While emphasis has been placed upon the "good" quality composition as the median for any given class at the beginning of the school term, this study shows the wide range of achievement possible even in a single grade. Samples of five qualities for each grade should bring this clearly before the classroom teacher. It is hoped that the critical notes appended to each representative paper will indicate definitely the relative position of papers and show the amount of progress which is discernible in each grade.

5. The intervals between qualities are not as uniform as the steps of the Hudelson English Composition Scale. It is not the purpose of these tentative standards to replace that scale; in fact, the writer encourages teachers to become expert in its use. In the tentative standards, nevertheless, there are perceptible differences between qualities and, as such, the Hudelson scores will indicate to teachers how closely their classes approximate the national standards.

6. These tentative standards have the merit of measuring that which has been taught or should be taught. Too often tests and scales bear no relationship to the actual requirements of a local course of study. Frequently, a local testing program based on local needs is far superior for the purpose of diagnosing instruction in a given locality than an outside test. Since these tentative standards are the product of District Two, and were secured in accordance with the requirements of the Philadelphia Course of Study in English, they meet a very definite local need.

7. While these standards are intended primarily for District Two, there is no valid reason why they cannot be of value in other districts. Their use may stimulate other district standards, and create a widespread effort to objectify teacher judgment in measuring the quality of written composition.

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(Purpose of this study is to construct typical scales of ability in English composition, without any consideration whatever of mechanics, of form, of speech or writing. Based on grades by the Nassau County Scale.)

Lewis, E. E. "Scales for Measuring Special Types of English Composition,' World Book Co., New York, 1923.
(A scientific attempt to measure letter writing.)

Philadelphia School Survey, 1921, Book IV. Public Education and Child Labor Association of Pennsylvania.
(Chapter III, a pointed study of English as taught in the Philadelphia Public Schools.)

Rice, Joseph M. "The Results of a Test in Language," *Forum*, October, 1903 and March, 1904.
(The pioneer starts the ball rolling and although unscientific writes significantly of the art of composition.)

Routh, James. "A Method of Grading English Composition," *English Journal*, May, 1916, pp. 341–345.
(An arbitrary outline of composition qualities to be used as a basis for grading.)

Sackett, Leroy. "Comparable Measures of Composition," *School and Society*, Vol. February, 1917, pp. 233–239.
(Attempts to show defects of the Hillegas and Ballou Scales.)

Seegers, J. C. "Improvement in Language Work," *Elementary School Journal*, November, 1923, pp. 191–196.
(A report of the successful use of the Willing Scale.)

Sheridan, Bernard M. Speaking and Writing English, Sanborn and Co., 1922.
(Contains standards but without ratings. Plan seems to be to teach one or two big qualities of composition at a time.)

Stark, W. C. "Measurement of Eighth Grade Composition," *School and Society*, August, 1915, pp. 208–216.
(An early but unscientific and incomplete attempt to measure composition.)

Thomas, Charles Swain, A Bibliography of Tests in English for Junior and Senior High Schools. English leaflet, New England Association of Teachers of English, Boston, Mass., 26: 34–45, March, 1927.

Towne, Charles F. "Making a Scale for the Measurement of English Composition." *Elementary School Journal*, September, 1918, pp. 41–53.
(Creates objective standards for Providence, R. I., with the paragraph as the unit, based upon the actual work of the pupils of each grade.)

Van Wagenen, M. J. "The Accuracy with which English Themes may be Graded with Use of English Composition Scales," *School and Society*, Vol. 9, No. 276, April 10, 1920, pp. 441–450.
(Claims high reliability and success with the use of scales.)

Webster, E. H. and Smith, D. V. Teaching English in the Junior High School, World Book Company, 1927, Chapter 13, "Objective Measurement in Composition."
(Contains an adequate summary of previous investigations and is thoroughly modern in spirit. One of the best books of its kind.)

Virginia Public Schools, Part 2, Va. Ed. Commission and Va. Survey Staff, World Book Company, 1921.
(Chapter XI, pp. 211–222, is especially instructive as to modern survey methods in composition and consequent recommendations.)

Willing, Matthew H. "The Measurement of Written Composition in Grades IV to VIII," *English Journal*, March, 1918, pp. 193–302.
(Makes a contribution by means of separating "form" from "story". Difficult to administer.)
"Individual Diagnosis in Written Composition," *Journal of Educational Research*, 12: February, 1926, pp. 77–89.
(Indicates the greater reliability of the correction-of-error tests over composition tests. Claims that correction-of-error test used in study is a far better instrument for revealing individual weaknesses in proofreading than is a single composition.)

Wohlfarth, Julia H. *Self Help Methods of Teaching English*, World Book Co., 1927, Chapter 11, "Composition Standards and Measuring Scales," pp. 270–279.
(Explains the use and construction of homemade scales.)

APPENDIX A

TOPICS FOR WRITTEN COMPOSITION

The following topics, Grades 3B to 6B inclusive, were compiled through the questionnaire method. Teachers in 200 schools in Philadelphia submitted topics which had proven most successful with their classes. These were edited on the basis of the requirements of the Philadelphia Course of Study in English and then classified:

Grade 3B

I. *Home*

How John Behaves at the Table
How Mary Goes to Bed
How I Help Mother
How I Help Father
Helping Mother
Shopping with Mother
Getting Ready for School
My First Party
How I Can be Polite to Other People
How I Take Care of My Little Sister
What Happened When I Disobeyed Mother
My Birthday
What We Do in the Evening
Our Family
Our Baby
What I Did on Saturday
A Dream I Once Had
A Funny Happening
What Frightened the Baby?
My Father
When Company Comes
What I Enjoy Doing at Home
My Brother
When I Overslept
Locked Out
A Masquerade Party
A Penny Party
My Birthday Surprise
My Music Lesson
My Errands
The Rainy Afternoon
Amusing My Baby Brother
How I Mended My Shoe
How I Take Care of My Clothes
Christmas Eve
The Toy I Like Best
My Doll's Thanksgiving
My Doll
My Express Wagon
My Favorite Toy
The Broken Vase
Christmas Morning at Our House
When I Was Sick in Bed
Why I Like to be Housekeeper
A Kind Act
The Day We Moved
My Best Dress

II. *Pets and Other Animals*

Three Naughty Puppies
A Trick I Taught My Dog
Tricks My Dog Can Do
Why I Am Kind to My Dog
What Dogs Do for Us
My Dog
The Dog and His Shadow

The Lost Kitten
My Pet Cat
How Cats Wash After Eating
How a Cat Saved a Family
My Cat's Habits
Horses I Like Best
Our Friend—the Horse
Feeding the Birds
Birds in Winter
My Canary
My Canary Bird
The Robin
Nest Building
A Bird Tells Its Story
The Bird I Like Best
Why I Like Birds
The Blue Jay
Our First Birds
The Robin's Bath
The Animal I Like Best at the Zoo
My New Pet
My Pet
My Pet's Tricks
My Pet Parrot
Polly
Bunny
Alice and Her New Pet
Kindness to Animals
What Animal Am I?
My Experience with a Mouse
How My Pet Showed Sense
Washing My Pet
How I Take Care of My Pets

III. *School*

Why I Like Assembly
Our School Room
A Certain Building on the Way to School
My Favorite Story
My Favorite Book
Keeping Our School Room Neat
Coming to a School on a Windy or Slippery Day
How I Cross the Street
First Day in School
What Happened on the Way to School
Our May Day
A Story Told by My Ruler
My Own Fairy Tale
My Own Fable
Do You Like to Read?
How I Help
Our Trip to the Zoo
After School
Favorite Lesson

IV. *Games and Sports*

Playing House
Playing School
Making a Kite
The Game I Like Best
A Good Game to Play
How to Play Blind Man's Buff
Playing Wash Day
What Game Am I?
A Game I Play After School
My Playmate
At the Playground
How I Played Tom Sawyer
How to Play Hide and Seek
How I Would Tell a Japanese Boy or Girl How to Play
A Snowball Fight
Our Fort
Playing Teacher
Making a Snowman
Winter Sports
Our Spring Sports
A Play in a Tent
Playing Marbles

Jumping Rope
A Jolly Game
Learning to Skate
My First Attempt at Skating
How We Play
Why I Like Gymnasium
Can You Swim?
Coasting
My Favorite Game
How I Learned to Swim
What to Do on a Rainy Day at Home
Fun on a Rainy Day
An Afternoon in the Playground

V. *The Seasons and Seasonal Activities*

Why I Like the Snow
Fun in Winter
A Day in the Country
Jack Frost
The Reindeer
The Dandelion
How to Plant Bulbs
Things We See in the Spring
Fun that Spring Brings
How I Know Spring is Here
A Rainy Day
The Raindrop's Story
What the Wind Does
Signs of Spring
My Friend
A Spring Walk
Pussy Willow's Birth
The Story the Buttercup Told
What Flower Am I?
Picking Wild Flowers
A Tree Tells Its Story
The Story of the Bird's Return from the South
The First Buttercup
The Four Oxen
My Lettuce Plot
My Flower Garden
What the Wind Did to Me
How I Was Fooled on April First
Easter Fun
Fun in the Rain
Easter Eggs
Why I am Glad Spring is Here
Where I am Going to Spend My Easter Vacation
A Visit to Grandfather's Farm
An Easter Surprise
Why I Like Summer Best
The Country in Summer
An Excursion to the Park
My First Visit to the Seashore
A Day on the Farm
Fun in the Country
The Holiday I Like Best
At the Seashore
Fairmount Park
A Fishing Trip
Where I Spend My Summer
The Barn
Hunting for Eggs
Watching the Cows
Baby's First Ocean Bath
My Bathing Suit
Sand Pies
A Boat Ride
The Picnic
A Hike
A Journey
A Picnic in the Woods
A Trip to the Woods
Getting Ready for Hallowe'en
What I Do on Christmas
What I Want for Christmas
My Favorite Season
How I Spend a Vacation
My Favorite Wild Flower
My Walk in the Park

VI. *Street*

The Fight
A Flat Tire
A Trip in Town
An Accident
Caught in a Shower
When I Was Lost
What I Saw in a Store Window
Something I Lost
The Broken Window
A Kind Act I Saw
Caught
A Mistake
A Surprise
Patrol Wagons
A Brave Policeman
The Umbrella Man
The Organ Grinder and His Monkey
The News Boy
The Fire Alarm
My Flexible Flier
Cleaning the Pavement
The Paper Boy
Any Umbrellas to Mend?
The Knife Sharpener
The Baker
The Iceman
The Milkman
The Shoemaker
Safety First
Keep Off the Grass
The Pushcart Man
An Old Shoe
The Balloon Man
A Ride in an Auto
What the Storm Did
A Surprise
The Toy Shop
A Trolley Ride
A Walk
A Ride
An Ambulance
The Train
A Parade
The Fire
A Narrow Escape
A Ride in a Bus
The Fruit Man
An Exciting Day
The Peddler
How to Keep the Streets Clean
Safety First

VII. *Other Personal Experiences*

A Visit to the Dentist
A Sick Friend
Lost and Found
My Holiday
Something I Like to Do
The Best Time I Ever Had
What Made Me Laugh
The Time I Had the Most Fun
How I Earned Ten Cents
What I Would Like to Be
How I Earned Some Money
The First Money I Earned
The Money I Lost
How I Was Fooled
The Happiest Day of My Life
A Surprise
A Strange Sight
Police
How I Was Once Frightened
Stunts
Discovered
A Scare
Good Luck
A Dream
My Coat
My Lucky Day
A Narrow Escape
Just in Time

My Photograph
I Was to Blame
Getting a Hair Cut
A Disappointment
Out of Luck
The Happiest Day of My Life
What I'd Like Best to Do.
A Bad Dream
My First Auto Ride
My Trip to the Zoo
My Favorite Friend
Why I Like Mr. Smith
How I Help My Friends
When I Visit My Grandmother
An Auto Trip I Shall Remember
The Visiting Gypsies
Helen's Birthday Party
My First Ride on a Train
My Trip to the Zoological Garden
A Funny Incident
How I Spent the Week-End
My Best Chum
What I Did Last Sunday
How I Spent a Nickel
The Best Time I Ever Had
The Book that I Lost
Why I Couldn't Sleep
A Dollar I Found
The Prettiest Picture I Ever Saw
If I Had One Wish
Pretending
If I Were a Fairy's Helper
Saturday's Picnic
If I Were a Cloud
What I Would Do if I Had $100
If a Fairy Gave Me Three Wishes
If I Were a Fairy
If I Had a Dollar
If Wishes Came True
When I Grow Up
If I Were in the Circus
Why I Am Glad I Am a Boy
Why I Am Glad I Am a Girl

VIII. *Miscellaneous*

How the Grasscutter Works
The Blue Field at Night
Adventures of a Penny
Journey of a Loaf of Bread
Journey of a Piece of Sugar
Journey of a Lead Pencil
Among the Indians
The Life Guard
The Story of a Silk Shirt
The Circus Parade
The Circus
A Clown's Story
The Merry-Go-Round
Dropping Fruit Skins
Dangers of Bean Shooting
Danger of Throwing Stones
Danger of Snowballing
How Fires are Started
Fire! Fire!
Our City
A Good Deed
A Friend in Need
The Bundle of Sticks
The Fox and the Grapes
The Crow and the Cheese
The Crow and the Pitcher
The Cat and the Mice
The Two Goats.

Grade 4A

I. *Home*

If I Were My Mother
How I Helped Mother
Doing the Dishes
Answering the Telephone
How to Plant Bulbs
A Strange Dream
Taking Medicine
Spoiled Fun
A Broken Window
Invitations
Making a Gift for Mother
When I Cried
Our Baby
A Baby I Knew
Helping My Father
A Surprise for Mother
How I Can Help My Mother
Why I Couldn't Sleep
When Mother Had Company
When Father Comes Home at Night
When Bed Time Comes
An Unwelcome Guest
My Mother
An Errand at Night
A Happy Incident
How We Spend Our Evenings
When I Disobeyed My Mother
A Good Laugh
Waiting for Lunch
The Trick I Played on Brother
Minding the Baby
A Gift
A Surprise for Mother's Day
An Unexpected Visitor
A Visit to Grandmother's Home
Facing the Music
How Frightened I Was
My Greatest Disappointment
Spoiled Fun
A Punishment I Deserved
My Christmas Present
Waiting for the Mail

II. *Pets and Other Animals*

Tricks I Taught My Dog
Our Canary Bird
How I Cared for My Pet
My Pet
My Pet's Tricks
Conversation Between Two Animals
The Dog and His Shadow
What Animal am I?
If I Met a Real Bear
The Organ Grinder's Monkey
Description of an Animal
A Trick My Dog Does
Stopping a Runaway Horse
The Lost Dog

III. *School*

Friday Morning Assembly
After School
The Thing I Like Best in School and Why
My Favorite Study
The Story I Like Best
Our Assembly
The Story I Enjoy Most
Our Aim
My First Day in School
Why We Stay in School
My Favorite Book
The Library
The Book I Like Best
In a Strange School
How I Felt on Promotion Day
When Mr. Fread Came with the Promotion Sheet

What I Learned About Wool at the Museum
Our Trip to the Commercial Museum
At Recess
Once Was Enough
Cleanliness
My Favorite Hero in History
Something I Did After School
A Tooth
When Everybody Laughed
A Careless Child
Description of a Child in the Room
Care of Books
My Way to School

IV. *Games and Sports*

My Favorite Game
Our Playground
Games I Like to Play
My First Attempt at Skating
My First Swim
A Baseball Game
The Boat Race
An Interesting Game
What I Like to Do on a Rainy Day
My Playmate
Playgrounds
Boats
Winter Sports
How I Won a Prize
How the Game Was Spoiled
My Favorite Winter Sport
Experience on a Playground
What Fun We Had
A Race I Won
An Exciting Game
Flying a Kite
Fair Play
Something I Can Make
How to Play a Game

V. *The Seasons and Seasonal Activities*

The Season I Like Best
The Holiday I Like Best
Why I Like Winter Best of All
A Visit From Jack Frost
Signs of Spring
The First Snow Storm
A Rainy Day
What the Wind Did to Me
Making a Snow Man
A Windy Day
A Ride in a Boat
Snowy Days
April Showers
Fun that Spring Brings
The Bird I Like Best
A Walk in Early Spring
The Thunder Shower
April Showers Bring May Flowers
A Welcome Shower
Watching a Bird
Feeding the Birds
The Empty Nest
How Kites are Made
The Park in May
Memorial Day
The Most Amusing Animals at the Zoo
How I Spent the Holiday
Fun in the Barn
What I Did During Easter Vacation
The Bluebird's Song
A Trip
When My Pet Was Hurt
Where I Will Spend the Summer
A Big Storm
What I Enjoyed Most in the Zoo
When the Lions are Being Fed
What I Saw in the Woods
A Trip I Took

Summer Vacation
What Happened at Camp
My Happiest Vacation Day
On Top of the Bus
My Favorite Bird
My Favorite Flower
A Happy Day
A Trip to the Country
A Rainy Afternoon
Fishing
A Fishing Trip
An Upset Boat and Rescue
A Picnic in the Woods
An Interesting Ride
An Afternoon in the Park
A Walk in the Park
A Sunday Walk
A Terrible Storm
A Farmer, An Apple and Myself
A Day's Vacation
When I Was Homesick
What I Did on Hallowe'en
Make Believe
My Hallowe'en Costume
What Month Am I?
The Toy Department
A Day in Another City
The Queerest Ride I Ever Had

VI. *Street*

Safety First
The Stalled Car
The Balloon Man
A Walk Along Ninth Street
A Fire
Lost
Caught
A Chase
A Scarce
Going Shopping
A Runaway
A Funny Peddler
The Policeman
The Postman
When I Was Lost
A Brave Deed
An Accident I Saw

VII. *Other Personal Experiences*

When I Was Too Sure
When I Had My Picture Taken
The Day I Overslept
When the Laugh Was on Me
If I Were a Fairy
If I Were Aladdin
The Joke on Me
The Funniest Sight I Ever Saw
My First Visit to the Dentist
The Silliest Thing I Ever Did
How I Won the Prize
Discovering the Secret
Why I am Saving
A Laugh on Me
The Punishment I Deserved
What I Would Like to Be and Why
My Best Friend
How I Earned My First Dollar
A Surprise
How I Spend My Saturdays
What Excited Me Most
The Most Exciting Thing I Ever Saw
How I Spent My First Money
What I Would Do if I Had Five Dollars
When I Grow Up
My Lucky Day
A Disappointment
A Dreadful Experience
Never Again
A Big Surprise
A Lucky Moment

A Narrow Escape
What I Did with a Dollar
A Funny Accident
Earning Money
My Kindest Act
Guess Who It Is?
How I Can Help the Fireman
A Queer Belief
Feeling Happy
All Alone
Nearly Frozen
So Tired
The Queer Thing I Used to Believe
Did You Ever Find Anything Under a Stone?
How Sorry I Was
What I Fear Most
I Didn't Mean To
My, But I was Frightened
Lost in a Department Store
A Brave Deed
My Hobby
Too Late
Only a Dream
A Wish that Came True
A Wish
I Didn't Mean To
Caught in the Act
A Scare
An Accident that Taught Me a Lesson
I Was Very Happy
The Meanest Thing I Ever Did
Just in Time
Never Again
A Dream
Showing Off
A Big Mistake
A Funny Adventure
The Thoughtful Thing to Do
Once Was Enough
Spoiled Fun
Out of Luck
My Treasure Box
When I Was Locked Out
What I Saw at the Circus
My Mistake
What I Would Like to Be in a Circus
Strange Dreams
Why I Would Like to be a Boy or Girl
Saturday Work
Never Again
What I Would Do with a Hundred Dollars
How to Spend a Pleasant Afternoon
Caught in the Act
The Most Exciting Time I Ever Had
Qualities I Like in a Friend
Why I Am Saving
When a Fellow Needs a Friend
He Learned a Lesson
Too Quick for Me
The Most Precious Thing I Have
The Time I Was Frightened

VIII. *Miscellaneous*

A Visit to a Coal Mine
An Indian Attack
What Coal Does for Me
The Bundle of Sticks
The Sword of Damocles
Gold in the Orchard
Three Wise Men of Gotham
How the Butterfly Came
The Boy Who Stole Apples
Why the Owl Flies at Night
Buried Treasure
The Fox and the Grapes

Cat and the Goldfish
Don't Count Your Chickens
The Fox in the Well
The Deer
The Wise Goat
At the Circus
The Moon's Coat
My Experience as a Lion
Franklin's Awakening in Phila. in 1927
Stories Pictures Tell
A Wise Crow
The Hare and the Tortoise
The Fox and the Grapes
Diamonds and Toads
William Tell
The Adventures of a Penny
The Circus
Black Diamonds (Coal)
The Travels of a Piece of Coal

Grade 4A

1. *Home*

The Most Beautiful Thing in My Home
A Well Deserved Punishment
A Sad Experience
When I Was Sent on an Errand
When Mother Had Visitors
How I Amuse the Baby
My Little Sister
Why I Couldn't Sleep
Feelings
Answering the Telephone
An Errand at Night
Taking Medicine
Making Candy
An Invitation to a Party
Helping Mother
What theClock Said
When I Ovrslept
What I Do on Saturday
Lending a Helping Hand
The Best Time I Ever Had
Pleasing Mother
Why I Love Grandma
My Surprise Package
A Trick I Played on Mother
From My Window
My Mistake
My Favorite Toy
The Laugh on Me
Helping the Cook
My Happiest Day
If I Were Mother
The Hardest Task I Ever Had
Caught in the Act
A Mistake I Made
Helping at Home
A Penny
What the Clock Saw
A Strange Dream
A Midnight Caller
A Quiet Evening
A Birthday Party
An Unexpected Gift
A Hobby
How We Entertain a Visitor at Home
A Book I Like to Read
A Party I Enjoyed
A Scare
No Pie
Taking Home My Report Card
A Happy Day
Waiting for Lunch
Hungry
My Happy Surprise
When Company Comes
When Mother Says "Get Up"

A Stitch in Time
When I Am Alone

II. *Pets and Animals*

Can Horses Think?
Washing the Dog
Feeding the Elephant
My Cat's Habits
A Trick My Dog Can Do
An Interesting Pet
Lost
My Pet
My Pet's Best Trick
The Old Lion
A Pet I Have
Description of an Animal
Shopping at a Pet Store
An Experience with a Mouse
The Lost Kitten
The Lame Dog
My Experience with a Mouse

III. *School*

The Study I Like Best
My Opportunity
My Favorite Hero in History
An Accident that Taught Me a Lesson
The School Subject I Like Best
My Favorite Teacher
An Exciting Moment
If I Were Teacher
Why I Like Fourth Grade
Why I Was Nearly Late
My Favorite Book
The Story I Like Best
A Rainy Day
What I Do After School
My Feelings on Report Day
Our Assembly Day
A Concert
An Excursion
The Most Interesting Lesson in School
If Wishes Came True
The Pencil Talks
My Favorite Present
How I Can Help the Safety Patrol
An Examination by the School Doctor
The Time I Was Late for School
The Kind of Story I Like Best
My Favorite Book

IV. *Games and Sports*

Directions for Playing a Game
Guess What I Am
The Game I Like Best
Games I Play
How I Would Construct a Kite
Flying a Kite
Something That I Can Make
The Best Game I Ever Played
Playing Marbles
Spring Sports
Our Best Team Game
How to Play a Game

V. *Seasons and Seasonal Activities*

The New Year's Parade
A Sudden Storm
The Helpless Birds
Caught in the Rain
April Showers Bring May Flowers
How I Was Fooled
An April Fool Joke
What The Wind Did to Me
Birds' Work in the Springtime
How I Know Spring is Here
What I Do on a Rainy Afternoon
Why the Ivy is Always Green
A Trip to the Park

How I Spent My Holiday
My Trip to the Zoo
A Day at the Circus
Memorial Day
An Upset Boat and Rescue
My Favorite Month
My Lucky Day
A Trip to the Country
How I Shall Spend My Vacation
What I Did at Camp
When I Missed the Train
A Visit to a Farm
Flowers in My Garden
My First Experience in the Swimming Pool or Ocean
A Trip Down the Delaware River
A Circus Parade
A Toy Shop Window
A Pleasant Vacation
Seeing Philadelphia
Up the Delaware by Canoe
A Day on My Uncle's Farm
How I Spend Saturday Morning
An Interesting Walk
A Strange Thing Seen in the Woods
The Free Library
My Hallowe'en Stunt at the Party
The Neighborhood Show
A Rainy Saturday
Christmas Shopping

VI. *Street*

An Unexpected Shower
The Street Cleaner
A Bus Ride
An Auto Breakdown
From the Top of the Bus
A Walk Along Ninth Street
Making a Purchase
A Good Deed
The Stalled Car
An Old Pair of Shoes
Window Shopping
An Accident
The Funniest Thing I Ever Saw
The Organ Grinder
A False Alarm
A Broken Window
A Street Experience
When I Was Lost
If I Found Five Dollars
Lost in a Department Store

VII. *Other Personal Experiences*

Counting My Chickens Before They Were Hatched
The Most Precious Thing I Own
A Queer Thing I Used to Believe
A Brave Deed
An Act of Kindness
Caught in the Act
That Reminds Me
A Narrow Escape
Never Again
My Greatest Wish
How I Used Self-Control
A Dangerous Experience
A Big Surprise
I Will Never Do That Again
Out of Luck
Sad News
If I Were Rich
He Didn't Think
Building Air Castles
Too Sure
What I Value Most
Given Another Chance
A Wish That Came True
A Scare
Caught in the Act
My Best Friend
Lost and Found
If I Had a Dollar

Grade 5A

I. *Home*

The Day We Moved
An Unexpected Visitor
Why I Admire My Mother
Why I Admire My Father
Alone in the House
Never Again
How I Wash Dishes
When W O O Is On
A Punishment I Deserved
A Secret
Why I Couldn't Sleep
How I Help at Home
Locked Out
Only a Dream
My Lucky Day
The Unexpected Happened
Shopping With Mother
An Engagement Party
Facing the Music
House-Cleaning Time
Once Is Enough
Getting Out the Ashes
When I Overslept
Sick in Bed
How Jane Helped the Poor People
The Room I Like Best in Our House
When My Father Saw My Spelling Book
My Dreams of Spooks

II. *Pets and Stories of Animals*

How I Taught My Dog to Do Tricks
A Faithful Dog
No Cats Wanted
The Cats Hate Water
Dogs Make Better Pets Than Cats
The Runaway Horse
Donkey and Horse Race
Mice in a Bureau Drawer
Two Men and the Bear
The Tortoise and the Hare
The Owl and the Nightingale
The Man in the Moon
My Night With a Wolf
The Cat and the Canary
The Wolf and the Lamb
The Hare and the Tortoise
The Fox, The Hen and the Drum
The Three Fish
The Town Mouse and the Country Mouse

III. *School*

My First Day in School
The Book I Like Best
My Happiest Day In School
How I Enjoyed the Kindergarten Band
A Trip to the Museum
Making a Toy
My Favorite Lesson
When I Like to do Lessons and Why
A Certain Book
The Study I Like Best
Why I Love My School
Our Assembly
A Story I Have Read
A Picture I Like
Our Fire Drill
Importance of a Fire Drill
What I Like Best to Do
In the Fire Tower
Civic Club
A Great Fright
Just Too Late
Just in Time
A Joke on Me
Songs I Like Best

How Our School Got Its Name
Our Book Friends Come to Life
If I Were a Book
What We May Do to Keep Our School Beautiful

From Subject Matter:
How Food Becomes Part of the Body
A Hero of History
The Hero in Current Events I Like Most
In the Land of Wheat
The Growth of the United States
The Fruit of the Loom
The City Beautiful
A Visit to a Cotton Plantation
An Imaginary Trip to the West
Glimpses of the Cattle Country
My Trip to a Ranch
The Central States as Seen from the Observation Platform

IV. *Games and Sports*
My Favorite Game
My Favorite Game in Winter
Spring Sports
What I Do on Rainy Days
A Race I Won
Games I Enjoy
A Pleasant Pastime
The Funniest Game I Ever Played
Penn Relay Team
Our Team
The Winning of a Cup

V. *Seasons and Seasonal Activities*
My Favorite Holiday
Why I Like Winter Best
Fun in Winter
Why the Hare is White in Winter
Making a Snow Fort
A Ride Through the Country in the Spring
Why Buttercups are Yellow
Signs of Spring
The Bird's Nest
How I Planted My Garden
April Fool
Clean-Up Week
Caught in a Storm
An Easter Incident
Vacation
How I Spend Saturday
Two Eagles
Two Buckets
Two Trees
Two Coasters
A Visit to the Country
A Visit to a Large Department Store
A Day at the Zoo
The Last Party I Attended
A Rainy Afternoon
The Circus is in Town
The Wounded Bird
What I Saw at the Boys' Week Parade
My Happiest Day Last Summer
My Happiest Vacation Day
An Incident of My Holiday
If I Had a Holiday and a Dollar
A Ride to the Country
An Automobile Ride
An Interesting Place I Visited
My First Boat Ride
Our City Parks
A Day in the Woods
Why Willows Weep
Gathering Chestnuts
A Hike
Why We Keep Safety Week
When the Ghosts Walk

Bobbing for Apples
If I Had a Hundred Dollars to Spend for Christmas

VI. *Street*

Going to a Fire
Our Postman
Without Carfare
Window Shopping
Our Gang
The Organ-Grinder Man
The Market Place
The Strange Noise
What Caused the Crowd on the Street
A Busy Corner
Market Day
A Narrow Escape

VII. *Personal Experiences and Observations*

The Surprise
A Foolish Quarrel
Someone I Know
What I Would Like to Be When I Grow Up
What I Want to Be
Waiting in the Dentist's Office
How I Earn Money
A Queer Thing I Used to Believe
A Funny Incident
How I Earned My First Money
The Funniest Thing I Ever Saw
Spoiled Fun
Why We Laughed
It Served Me Right
A Punishment I Well Deserved
A Wish That Came True
Good News
Sad News
Not So Brave After All
My Ambition
An Embarrassing Moment
A Mistake I Once Made
I'll Try That Again
An Exciting Event
An Unexpected Happening
How I Can Help Others
Unjustly Blamed
Muddy Bath
If I Had But One Wish
How I Entertained a Sick Friend
The Worst Scare I Ever Had
If I Lived in the Southern States
The Mystery
How I Was Fooled
An Experience on a Slippery Day
How I Earned My First Quarter
A Mysterious Disappearance
The Lost Purse
If I Were a Fairy
How I Won a Prize
A Helping Hand
If I Were a Bird
Honesty Rewarded

VIII. *Miscellaneous*

Advantages of a Country Boy
Advantages of a City Boy
The Wind and the Sun
Do Boys or Girls Have a Better Time
An Act of Courage
A Circus Day
He Who Laughs Last Laughs Best
Make Hay While the Sun Shines
Haste Makes Waste
Red Cross Work in the Flood Area
Not Beautiful But Good
What the Moon Saw
The Story of a Copper Penny
The Adventures of a Penny

Experiences of a Penny
A Kind Act
I Am a Dime
What a Doll Thinks of Her Mistress
The Story of a Loaf of Bread
Building the Sugar House
A Buried Treasure
The Dangers of a Cowboy
An Ax to Grind
King Alfred and the Cakes

Grade 5B

I. *School*

Our School
An Interesting Assembly
A Fire Drill
An Accident that Taught Me a Lesson
What I Remember of My First Day in School
On My Way to School This Morning
If I Were Teacher
The Subject I Like Best
My Favorite Song and Why I Like It
A Thoughtful Girl
A Lazy Boy Cured
The Value of a Good Education
Spoiled Fun
Laughter in School
Why I Should Like to Make Good Marks
How to Keep My Desk in Order
Promotion Time
My Favorite Poem
My Favorite Book
Our First Dodge Ball Game
The Game We Won

From Subject Matter:

My Favorite Character in History
Safety
Crystals
The Silkworm
The River and Its Work
A Famous Inventor
The Most Important Invention
Why I Should Like to Visit South America
Gathering Rubber in the Amazon Valley
Why Lincoln Became a Great Man
The Eskimo Boy
How to Beautify Our City

II. *Home*

My Birthday Surprise
If I Were My Mother
My Baby Brother
Our Kitchen
The Night I Was Locked Out
A Punishment I Deserved
Never Again
How I Surprised Mother
Alone in the House
What I Found in an Old Trunk
When Mother Was Away
The Lost Glove
A Troublesome Neighbor
My Most Difficult Task
My First Surprise Party
Helping at Home
Taking Home My Report
How I Was Rewarded
How I Helped Mother
An Unexpected Guest
Why I Could Not Sleep
What Do You Think Happened at Our House?

Everything Went Wrong at Our House Today
What My Father Means to Me
My Duties After School
My Electric Train
Alone and on a Stormy Night
When I Was Cook
Cleaning the Cellar

III. *Seasons and Seasonal Activities*
My New Year's Resolutions
The Holiday I Like Best
The Season I Like Best
The Big Snow Storm
A Snow Fight
Caught In a Heavy Storm
A Slippery Day
A Spring Day in the City
First Touch of Spring
How I Planted My Garden
Muddy Bath
A Tree Tells Its Story
Why Willows Weep
Clean-up Week
Father Valentine
A Visit to the Country
Two Buckets
Two Trees
Two Coasters
Gardening
The Plow's Complaint
On Circus Day
My Most Enjoyable Day During Easter Week
Planning a Trip
My First Ride in a Taxi
My First Bus Ride
On Top of the Bus
The Best Trip I Ever Took
When I Fell Overboard
A Trip to the Museum
Trips Around Philadelphia
In Fairmount Park
A Hike Through the Park
My Hallowe'en Stunt
A Ghost
What I Have to Be Thankful For
Gathering Chestnuts
A Long Walk I Took
How We Can Make Someone Happy on Christmas
Trimming the Christmas Tree

IV. *Personal Experiences and Observations*
How I Earn Vacation Money
What I Would Like to Do For a Living
I Wish I Were
What I Would Do With a Million Dollars
My Secret
What I Would Do If I Had a Thousand Dollars
A Scare I Had
Experience While Waiting in a Dentist's Office
An Exciting Adventure
A Disappointment
A Wish that Came True
Playing Pirate
My First Pair of Skates
A Narrow Escape
My Unlucky Day
A Thrilling Experience
A Happy Moment
If I Had Wings
If I Were Not Myself I Should Like To Be—
The Bluff that Failed
An Unsuccessful Attempt
Sad But Wiser

Worth More Than Gold
My Ambition
What Is Your Joke?
A Foolish Quarrel
A Great Relief
My Biggest Wish
A Forest Fire
A Spooky Experience
If I Were a Boy (Girl)
I Have the Most Fun With My—
An Unexpected Bath
My Earliest Ambition
My Saturday Job
A Wish That Never Came True
When a Fellow Needs a Friend
Ever Since I Awoke Everything Has Gone Wrong
If I Had But One Wish
When I Missed the Train

V. *Animal Stories*

Cat and the Birds
Fox and the Goat
Foolish Raven
An Experience with a Snake
A Dog that Proved to Be a Hero
The Frightened Animal
Donkey and Horse Race
Mice in a Bureau Drawer
The Tortoise and the Hare
The Owl and the Nightingale
Two Men and the Bear
Washing the Dog

VI. *Street*

A Narrow Escape
A Polite Act
Without Carfare
A Race for Life
A Package I Found
Bravery of Firemen
The Time I Was Chased
Going to a Fire
How We Can Help Traffic Officers
On the Wrong Car
Window Wishing

VII. *Miscellaneous*

A Trip to the Northland
The City Child's Advantages
A Pioneer Child
A Trip in an Airship
Clocks or No Clocks
The Wise King
A Trip to Heaven
Do Not Count Your Chickens Before They Are Hatched
Pride Goeth Before a Fall
The Clock's Face
The Life of a Dime
Life in a Trolley Car
Conversation Between a Rag Doll and a French Doll
An Old Shoe and a Worn-Out Coat
An Old Lantern and a Battered Stove
Tom's Trip to the Moon
The Old Gun
Adventure of a Valentine
The Public Library
The Man in the Moon
Nothing Is Lost on a Journey By Stopping to Feed a Horse
Step by Step One Gets to Rome

Grade 6A

I. *School*

My First Day in School
How I Like My New Grade
What the Bells Tell Us
So Disappointed
My Favorite Study
Good Manners
My Most Difficult Task
The Disobedient Boy
How I Can Be Loyal to My School
An Example of Fair Play
An Example of Real Courage
A Character in My Favorite Book
If I Were a Teacher
A Hasty Reply
Obedience Pays
The Manual Training Lesson
An Unprepared Lesson
The Moment That Seemed a Year
Description of a Picture in a School Room
A Teacher In Our School
Our Janitor

From Subject Matter:

A Trip to the British Isles
A Visit to a Sugar Refinery
Why I Am Proud of Philadelphia
The Story of the Silkworm
A Picture I Like Best
Safety First
Why We Remember the Greeks (Romans)
One of Robin Hood's Men
What the American Flag Means to Me
The Flag
London as a Commercial City
London as a Historical City
London as a Political Center

II. *Home*

My Bed Room
Just in Time
Spilled Milk
A Magician
An Unexpected Visitor
Broken Windows
Afraid of the Dark
Description of a Baby
An Old House
A New Addition in My Family
My Leisure Time
An Experience in the Dark
The Story the Piano Told
If I Were My Mother
When Mother Went Out
A Strange Dream
The Brown Box
Taking Home My Monthly Report
A Pleasant Day in the Attic
A Thing of Beauty
Making Candy
How I Like to Spend a Day at Home
When the Telephone Bell Rang
Minding the House
What I Do on Sunday Afternoon

III. *Personal Experiences and Observations*

A Queer Character
The Kindest Person I Know
The Funniest Thing I Ever Saw
A Person I Like
How I Disguised as an Indian
An Embarrassing Errand
A Wish That Came True
What I Would Do If I Had $10
A Barrel of Flour
The Funniest Thing I Ever Saw
When I Was a Queen

The Toy Shop at Christmas
When I Was a Pirate
Facing the Music
When I Had My Picture Taken
A Friend in Need
My Adventures in Europe
What I Fear Most
Caught in the Act
What I Should Like To Do for a Living
A Keen Disappointment
If I Were a Millionaire
How I Earn My Spending Money
A Wish that Came True
A Queer Thing I Used to Believe
A Day at Work
What I Want To Be When I Grow Up
A Joke on Me
Why I Prefer to Live in the City
How I Spend My Time Off
A Visit to the Dentist
An Experience that Made Me Feel Foolish
The Result of Disobedience
Never Again
How I Was Taught To Save
An Unexpected Surprise
A Room in a Public Building which I Have Visited
A Good Lesson for Me
A Trick on Myself
Not a Burglar After All
The Wrong Door
My First Attempt
If I Were an Automobile
How I Made Someone Happy
How I Could Help a Drowning Person
A Great Relief
A Magic Wish
How to Make a Jack-o'-Lantern
Landing in America
My Ambition in Life
Too Sure
Something that Made Me Happy

IV. *Seasons and Seasonal Activities*

The Season of the Year I Like and Why
A Winter Scene
Pleasures Derived From first Snow
Going Away Alone for the First Time
Camping in the Woods
A Bad Storm
Signs of Spring
April Showers
Description of a Brook
Description of a Bird
Apple Blossoms
The Woods in Spring
If I Were a Flower
The Garden I Would Like to Have
A Visit to the Circus Grounds
The Trained Elephants at the Circus
My New Easter Suit
Picking Flowers
A Trip to the Zoo
How to go to Fairmount Park
A Strange Thing Seen in the Woods
The Wrong Path
Memorial Day
My First Dive
A Fishing Trip
An Automobile Ride
A Day of My Vacation
When I Went Camping
A Queer Ride
An Interesting Visit
A Walk on the Beach
A Sunday Excursion

V. *Pets and Animals*

Clever Tricks of My Pet
The Dog Show
A Dog's Devotion
The Fox and the Grapes
The Animal Which Amused me Most at the Zoo
Washing the Dog
The Kind of a Dog I Like

VI. *Street*

Marketing—A Busy Street Corner
The Lost Child
Catching a Burglar
A Fallen Alarm
A Narrow Escape
The Organ Grinder and His Monkey
Hurdy Gurdy Man
The Postman's Story
A Serious Accident
A Description of a Ragged News Boy
Nearly An Accident
The Midnight Alarm
A Store Window

VII. *Games and Sports*

A Game of Baseball
How I Learned to Skate
How I Won a Prize
A Game I Love to Play
A Game that Trains Me to Be Quick
It was the Most Exciting Game We Ever Had
A Skating Party

VIII. *Miscellaneous*

A Ride on the Magic Carpet
A Wonder Box
What Became of My Nickel
A Trip to a Foreign Land
Description of An Article of Clothing
Life of Franz Schubert
A Trip to Mars
An Unusual Event
A Modern Miracle
The Story the Penny Told
The Story of a Silk Dress or Shirt
Why Hospitals are Necessary
Why America is Called the "Land of Opportunity"
Description of a Fruit
A Thrilling Movie

Grade 6B

I. *Home*

My Mother
A Scene From My Window
Locked Out
The Day We Moved
How to Entertain a Baby
The Nicest House on Our Street
The House Across the Way
When I Was Cook
A Good Deed
A Noise in the Night
Studying While Sister is Practicing
The Advantages of Having a Brother or Sister
Getting Up in a Zero Morning
A Pleasant Surprise
Our Living Room
When I Overslept
My Tool Box
Catching a Burglar
My Most Difficult Task
The Door Bell

Making Cakes
Necessity Is the Mother of Invention
Home Duties
My First Surprise Party
The Most Comfortable Room in Our House
An Indoor Pastime
My Hobby
The Most Interesting Thing in Our House
The Most Precious Gift
When I Kept House
A Punishment I Deserved and Received
Alone in the House
An Interesting Book
My Favorite Room
My First Talk on the Telephone

II. *School*

A Description of a Classmate
A Description of Our Gymnasium
My Favorite Classmate
An Assembly Program
How To Keep a Neat Desk
If I Were Teacher
My Favorite Subject
A Book I Enjoyed and Why
A Concert
The School Yard at Recess
My Walk to School
A Trip to the University Museum
The Boy With Rubber Boots
Description of Our Principal
My First Teacher
The School Room Clock Tells Its Story
Caught in the Act
My First Day at School
My Desk
Our Civic Club
An Unexpected Visitor
A Red-Letter Day
Visitors at School
What I Can Do To Improve Our Classroom
Our Field Day

From Subject Matter:

A Trip Through the Desert
The Country I'd Like to Visit
Old Ironsides
On the Top of a London Bus
The Treasure Box From India
Raphael, the Artist
An Imaginary Trip up the Nile
Story of a Caravan
Abraham Lincoln
What Constitutes a Good Appearance?
A Crusader's Story
Robinson Crusoe
An Imaginary Visit to India
The Trip up the Rhine
Trip Through the Jungle of Africa
Hunting the Elephant in India
A Journey Across the Sahara Desert
My Favorite Character in History
How to Keep Well
Interesting Places in Our City
Christmas in Other Lands
The Story of the Pilgrims
An Indian Home
A New Poem I Love
The Story of a Silk Dress or Shirt

III. *Seasons and Seasonal Activities*

The Season I Like Best
Description of a Bird
A Stormy Night
Spring

The Big Storm
Our Spring Flowers
My Garden
A Joke I Played on April Fool's Day
A Circus Parade
A Visit to the Circus
Circus Week
Trapped
Picking Flowers
What I Intend to Do for Clean-up Week
A Trip to Fairmount Park
A Fourth of July Celebration
The Joys of a Trip by Canoe, Steamship, Automobile, or Train
Beautiful Places I Have Visited
A Rough Wave
My First Venture in the Surf
My First Trip to the Seashore
An Ideal Vacation
A Severe Storm
A Fishing Excursion
The Hike I Enjoyed Most
Fifty Miles on a R. R. Train
I'll Never Forget That Ride
My First Fish
How I Spent a Holiday
My Happiest Vacation Day
A Picnic
My First Ride in a Motor Boat
The Prettiest Spot I Know
Happy Days in the Country
A Trip I Have Taken
A Visit to the Commercial Museum
Description of a Beautiful Day
A Trip to Camp
A Strange Thing Seen in the Woods
A Morning Spent in the Toy Department
Christmas Morning
Buying Christmas Presents With a Limited Amount of Money

IV. *Personal Experiences and Observations*

An Attractive Girl
An Embarrassing Moment
Hired, Tired, Fired
Obedience Pays
My Most Intimate Friend
A Boy Who is Sure to Succeed
A Girl Who is Sure to Succeed
Who Said "It Couldn't Be Done"
How I Was Frightened
What I Heard
What Pleased Me Most
A Visit to the Dentist
An Adventure I Had
A Surprise
Almost Too Late
That Was a Most Exciting Day
Too Soon
My First Umbrella
How I Earned My First Quarter
My Experiences in Earning Money
A Tight Shoe
An Exciting Adventure
People I Like
If I Were——
Making Candy
My Lucky Day
Tired But Happy
Once Is Enough
What Became of My Money
Lost in a Department Store
If I Had Three Wishes
A Call For Help
An Unexpected Bath
We Were Playing Ball When It Happened
A Queer Thing I Used to Believe

A Wish That Came True
What I Fear Most
What I Shall Do When I Grow Up
The Person I Like Best
How I Earned Money During My Vacation
A Fright
What I Should Like To Do for a Living
My Future Occupation
A Fortunate Escape
Never Again
The Joke Was on Me
A Good Lesson
A Strange Disappearance
Caught in a Storm
A Thrill
A Surprise
Disappointed
Splash
Just Suppose
My Pal
A Day When Everything Went Wrong
A Mistake I Made
The Worst Storm I Ever Saw
When My Wish Came True
The Moment that Seemed a Year
I Am Happy
Day Dreams

V. *Games and Sports*

Play Fair
How to Play a Game
Boys' Sports in Japan
An Automobile Race
Playing a Good Joke
A Skating Party
An Exciting Game
Winter and Summer Sports
Our Favorite Game
A Good Game for Rainy Days
How to Make a Kite

VI. *Pets and Animal Stories*

The Fox and the Grapes
The Fox and the Crow
Keeping a Canary and a Cat in the Same House
My Experience with a Mouse
A Wise Kitten
A Fox, A Goose—Curiosity
A Dog, A Cat—Rivalry
A Mouse, A Cat, A Piece of Cheese
Tricks I taught My Dog
Pets
Tricks I Taught My Pet

VII. *Street*

The Stalled Car
A Fire I Saw
Marketing—Busy Corner
My First Ride in a Motor Car
My First Ride in a Bus
An Experience as a Newsboy
Delivering Papers
Just as I Stepped on the Car
The Runaway
The Wrong Number
A Policeman's Experience
Lost and Found
The Bravery of Firemen
Who's Who on Somerset Street
A Narrow Escape
No Carfare
A Thrilling Ride
A Funny Peddler
An Accident
The Collision
Crossing the Street

VIII. *Miscellaneous*

How May Railroads Benefit a Place
Why are Good Roads Desirable?
What a Boy or Girl Could Do to Earn a Living in Our City
The Haunted House
A Visit to the Library
What Happened at Scout Camp
Tale of a Kite
A Boy-Scout Tent
Adventures of a Book
An Original Fable
A Riddle
How to Make a Drinking Cup
Description of a Room
What I Saw
If I Could Have My Wish
An Original Fairy Tale

APPENDIX B

TABLE VI

SCORES FOR EACH PAPER

GRADE 3B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
1	E	E	E	E	E	E	E	E	E	E
2	E	E	G	E	G	G	G	E	E	G
3	E	G	G	E	F	F	G	G	G	G
4	E	E	E	E	E	G	E	E	E	E
5	E	E	E	G	E	G	E	E	E	F
6	E	G	E	G	E	E	F	E	G	F
7	E	G	G	G	G	F	F	G	G	F
8	E	F	G	E	G	G	F	G	E	G
9	E	G	E	E	G	E	G	E	F	E
10	E	P	G	G	E	P	F	G	E	F
11	E	G	E	F	E	P	G	F	E	F
12	E	G	E	E	E	G	G	G	G	G
13	E	G	E	G	G	G	F	G	G	G
14	E	F	G	G	G	P	G	F	E	G
15	E	G	E	E	E	G	E	G	E	F
16	E	G	E	E	G	F	G	G	E	E
17	E	G	E	E	E	F	E	G	E	G
18	E	F	G	G	G	F	G	E	E	F
19	E	G	E	E	G	F	G	E	E	F
20	E	F	F	G	F	F	G	G	F	F
21	G	G	E	E	E	E	E	G	E	G
22	G	G	G	E	E	G	E	G	G	F
23	G	P	E	F	G	F	P	F	G	F
24	G	P	G	F	F	P	P	F	G	P
25	G	F	E	G	E	F	F	F	G	G
26	G	P	G	F	F	F	F	F	G	G
27	G	G	F	E	E	E	G	F	G	F
28	G	F	G	G	G	G	G	G	G	G
29	G	P	G	F	G	P	P	P	G	G
30	G	P	G	F	F	P	F	F	E	F
31	G	F	G	G	G	F	G	F	G	F
32	G	G	G	G	G	F	G	F	G	G
33	G	G	G	F	E	F	G	E	E	F
34	G	G	E	G	G	F	G	F	E	E
35	G	G	G	G	G	G	E	G	E	G
36	G	G	G	G	G	G	G	G	E	G
37	G	G	G	E	P	F	G	F	G	F
38	G	G	G	F	F	P	F	F	G	F
39	G	F	G	F	F	P	F	F	G	F
40	G	P	G	F	G	P	F	F	G	F
41	F	P	G	F	G	F	F	F	G	G
42	F	F	G	E	E	E	P	G	E	G
43	F	G	F	F	F	F	F	F	F	F
44	P	F	F	P	P	F	F	F	F	F

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 3B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
45	F	F	F	F	F	F	F	F	G	F
46	F	G	E	E	E	E	G	F	G	F
47	F	G	P	G	P	F	F	F	G	G
48	F	G	G	F	F	G	F	F	G	G
49	F	E	F	G	F	P	G	P	G	G
50	F	E	F	F	G	F	F	F	F	F
51	F	G	F	G	F	P	F	F	F	P
52	F	E	F	E	G	G	G	F	G	E
53	F	E	F	E	G	E	G	F	G	F
54	F	E	F	E	F	F	G	F	F	E
55	F	F	F	F	F	F	F	F	F	F
56	F	F	P	F	F	F	F	F	F	F
57	F	F	F	G	G	F	P	P	F	F
58	F	P	P	F	P	F	P	F	F	F
59	F	F	P	G	F	F	P	F	G	F
60	F	P	P	P	P	P	P	VP	P	P
61	P	P	P	P	G	P	P	P	F	F
62	P	P	P	F	P	P	VP	P	F	P
63	P	VP	VP	P	P	VP	VP	VP	P	VP
64	P	P	F	F	P	F	VP	P	P	P
65	P	P	P	F	G	F	VP	P	P	P
66	P	P	VP	P	P	VP	VP	P	F	F
67	P	P	P	P	P	P	P	P	P	P
68	P	P	P	P	P	P	P	P	P	P
69	P	P	P	P	P	P	P	P	P	P
70	P	G	P	F	F	F	F	F	F	F
71	P	F	P	F	F	F	F	P	F	F
72	P	P	VP	G	F	P	VP	F	F	F
73	P	P	P	F	P	F	F	P	P	P
74	P	P	F	G	G	G	F	P	F	F
75	P	P	F	G	G	F	P	P	P	F
76	P	P	VP	P	P	P	P	VP	P	P
77	P	P	VP	G	F	P	P	VP	P	P
78	P	P	VP	VP	VP	P	VP	VP	P	P
79	P	P	VP	VP	P	VP	VP	VP	P	P
80	VP	F	P	G	G	F	P	F	F	P
81	VP	P	P	G	F	F	VP	P	VP	VP
82	VP	P	VP	F	P	VP	VP	VP	VP	F
83	VP	P	VP	G	F	P	VP	P	VP	VP
84	VP	VP	VP	G	F	P	VP	VP	VP	VP
85	VP	VP	F	VP	F	VP	VP	VP	VP	VP
86	VP	VP	VP	P	P	P	VP	VP	VP	P
87	VP	P	VP	P	P	F	P	VP	P	VP
88	VP	VP	VP	P	P	P	P	VP	VP	VP
89	VP	VP	P	F	F	F	P	VP	VP	VP
90	VP	VP	VP	P	VP	P	VP	VP	VP	VP
91	VP	P	VP	VP	VP	PV	VP	VP	VP	VP

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 3B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
92	VP	F	P	P	F	P	VP	VP	P	VP
93	VP	P	VP	G	G	F	VP	P	P	P
94	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
95	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
96	VP	VP	VP	P	P	P	VP	VP	VP	VP
97	VP	VP	P	G	F	P	VP	VP	P	VP
98	VP	P	P	G	P	F	VP	P	P	P
99	VP	P	P	F	F	F	VP	VP	P	F
100	VP	VP	VP	VP	P	VP	VP	VP	VP	P
					GRADE 4A					
101	E	E	E	E	G	E	G	G	E	F
102	E	F	G	E	G	E	G	G	G	G
103	E	G	E	E	E	E	G	E	E	E
104	E	F	E	E	E	E	G	E	E	F
105	E	E	G	E	E	E	G	E	E	E
106	E	G	G	E	G	G	G	G	E	E
107	E	G	G	G	E	E	G	G	E	E
108	E	G	G	G	G	E	G	G	E	E
109	E	G	G	E	E	E	G	E	E	G
110	E	G	E	E	E	E	E	E	E	F
111	E	F	F	E	G	E	F	G	G	P
112	E	E	E	E	E	G	G	E	E	G
113	E	G	G	E	E	E	G	E	E	F
114	E	F	G	E	G	E	G	E	E	G
115	E	G	F	E	G	E	G	E	E	E
116	E	G	E	E	E	E	E	E	E	E
117	E	E	G	E	E	E	E	E	E	E
118	E	F	G	E	E	E	G	E	E	E
119	E	G	F	E	F	E	G	E	E	F
120	G	G	F	G	E	E	G	E	E	G
121	G	F	F	G	E	G	G	G	E	G
122	G	P	P	P	F	F	F	G	P	P
123	G	P	F	F	G	F	F	G	F	P
124	G	G	F	G	G	G	G	F	G	G
125	G	G	F	G	G	F	G	G	F	F
126	G	G	P	G	E	G	E	F	E	G
127	G	F	F	G	G	F	G	F	G	G
128	G	G	G	G	G	E	G	G	G	F
129	G	G	F	G	E	E	G	G	E	G
130	G	P	VP	F	F	F	F	F	F	F
131	G	G	P	G	F	E	G	G	G	P
132	G	G	P	G	G	G	G	F	G	G
133	G	P	F	G	E	F	G	G	G	P
134	G	G	G	G	F	G	G	G	G	G

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 4A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
135	G	E	E	G	E	E	G	G	E	E
136	G	G	G	G	E	E	E	G	E	E
137	G	G	P	G	E	E	G	G	G	F
138	G	E	P	G	E	E	G	G	F	G
139	F	P	P	G	G	G	G	F	F	F
140	F	F	P	G	F	G	G	F	F	F
141	F	F	P	G	E	G	G	F	F	P
142	F	P	P	F	F	F	F	F	P	P
143	F	P	F	F	E	F	G	F	G	F
144	F	P	G	F	G	E	G	G	G	E
145	F	VP	P	P	G	G	F	P	F	F
146	F	G	P	G	E	G	G	F	G	F
147	F	P	P	F	F	F	F	F	F	P
148	F	F	F	G	G	F	G	F	F	F
149	F	F	F	P	G	P	F	F	F	P
150	F	F	F	F	F	F	F	F	P	F
151	F	F	P	P	F	F	F	F	F	F
152	F	F	P	F	G	G	F	F	F	F
153	F	F	P	F	G	G	F	F	F	F
154	F	F	P	F	F	G	F	F	P	F
155	F	F	F	F	F	G	F	F	F	F
156	F	P	P	F	F	E	F	F	F	F
156	F	P	P	F	F	E	F	F	F	F
157	F	F	P	F	F	G	F	F	F	F
158	P	P	P	P	F	F	P	P	P	P
159	P	P	VP	F	P	F	F	P	P	P
160	P	P	P	P	F	G	F	F	F	P
161	P	P	P	P	F	P	F	P	P	P
162	P	F	F	P	G	F	F	F	F	P
163	P	VP	P	F	G	G	F	P	P	F
164	P	VP	P	F	P	G	G	P	P	P
165	P	VP	P	F	F	G	G	P	F	F
166	P	P	P	P	F	F	G	P	F	P
167	P	P	P	P	F	G	F	P	F	P
168	P	P	VP	VP	F	F	F	P	P	P
169	P	P	P	P	F	P	F	F	P	VP
170	P	P	VP	F	P	F	F	P	VP	VP
171	P	F	P	P	G	G	G	P	P	P
172	P	P	P	P	G	F	G	F	P	F
173	P	P	P	P	F	P	P	P	F	P
174	P	P	P	P	P	F	F	F	F	P
175	P	P	VP	P	F	F	F	P	P	P
176	P	P	P	P	F	P	P	P	P	P
177	VP	VP	VP	VP	VP	VP	P	VP	VP	VP
178	VP	P	VP	VP	VP	P	VP	VP	VP	VP
179	VP	VP	VP	VP	VP	VP	P	VP	VP	VP
180	VP	VP	VP	VP	P	P	VP	VP	VP	VP

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 4A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
181	VP	VP	VP	VP	G	F	VP	P	P	P
182	VP	P	VP	VP	F	F	P	VP	P	P
183	VP	P	VP	VP	F	P	P	P	P	P
184	VP	VP	VP	VP	F	P	P	P	P	VP
185	VP	VP	VP	VP	P	F	P	VP	VP	VP
186	VP	VP	VP	VP	P	P	P	VP	P	P
187	VP	VP	VP	VP	VP	P	P	VP	VP	VP
188	VP	VP	VP	VP	P	P	VP	VP	VP	VP
189	VP	VP	VP	VP	VP	F	P	P	P	P
190	VP	VP	VP	VP	VP	P	VP	VP	VP	VP
191	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
192	VP	VP	VP	VP	F	F	P	VP	VP	P
193	VP	P	VP	VP	F	F	P	P	F	F
194	VP	VP	VP	VP	VP	VP	VP	VP	P	VP
195	VP	VP	VP	VP	P	VP	VP	VP	VP	VP

GRADE 4B

201	E	E	G	G	E	E	E	E	G	G
202	E	E	E	G	E	E	E	E	E	F
203	E	G	E	G	G	G	E	G	G	F
204	E	G	E	G	E	E	E	G	G	G
205	E	G	E	G	E	E	E	G	E	F
206	E	E	E	G	E	E	E	E	E	G
207	E	E	E	E	E	E	E	E	E	E
208	E	E	E	E	E	E	E	G	E	E
209	E	E	E	E	G	E	E	E	E	E
210	E	E	E	E	G	E	E	E	E	E
211	E	F	G	F	F	G	G	F	F	F
212	E	F	G	F	G	F	G	F	G	G
213	E	E	E	E	E	E	E	G	E	G
214	E	E	E	E	E	E	E	E	E	G
215	E	E	E	E	E	E	E	G	E	E
216	E	E	E	G	G	E	G	E	E	G
217	E	G	G	G	E	F	F	P	F	F
218	G	E	G	G	G	F	G	G	E	F
219	G	E	G	F	G	F	E	E	E	F
220	G	G	G	F	F	G	G	P	F	G
221	G	E	E	G	G	E	G	G	E	G
222	G	E	E	E	G	E	G	F	G	E
223	G	E	E	E	G	E	E	G	G	E
224	G	E	E	E	G	E	E	G	E	E
225	G	E	E	E	E	E	E	G	E	G
226	G	E	E	G	G	G	G	G	G	E
227	G	E	G	G	G	E	G	G	G	E
228	G	G	E	G	F	E	G	P	F	F

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 4B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
229	G	G	G	P	F	E	F	P	G	F
230	G	G	E	F	G	G	G	G	G	G
231	G	G	E	F	G	G	G	F	G	G
232	G	G	E	G	F	E	G	G	G	G
233	G	G	G	F	F	E	F	F	G	F
234	G	G	G	G	G	E	P	P	G	G
235	G	G	P	F	G	F	P	P	G	F
236	G	F	P	F	G	F	F	G	G	F
237	F	G	G	G	G	G	G	G	G	F
238	F	G	F	P	F	F	F	VP	G	F
239	F	G	P	P	F	P	F	P	F	F
240	F	P	F	F	F	F	P	F	F	F
241	F	G	E	G	G	G	F	G	E	G
242	F	E	E	G	G	E	E	G	E	E
243	F	E	G	F	F	F	F	F	E	G
244	F	G	G	F	F	G	F	G	G	G
245	F	G	G	P	F	G	F	P	G	G
246	F	F	G	P	F	G	F	P	F	G
247	F	F	G	P	P	F	F	P	G	F
248	F	P	F	P	F	F	F	F	F	F
249	F	G	G	F	F	G	F	G	G	G
250	F	G	G	F	F	E	F	F	G	G
251	F	F	F	F	P	F	F	F	F	F
252	F	G	G	F	F	G	P	F	G	F
253	F	F	F	F	F	F	P	F	G	F
254	F	G	G	F	P	F	P	F	F	G
255	F	VP	F	F	F	P	P	F	P	F
256	F	VP	G	F	F	P	P	G	F	F
257	P	P	P	F	P	F	F	P	F	F
258	P	P	F	P	P	P	F	P	F	F
259	P	P	P	P	P	P	P	P	P	F
260	P	P	VP	P	P	P	P	F	P	P
261	P	P	VP	F	F	P	P	P	P	F
262	P	P	G	P	F	P	P	P	P	F
263	P	P	P	F	P	P	P	P	P	P
264	P	F	P	F	P	P	P	P	P	P
265	P	F	P	P	P	F	P	P	P	P
266	P	P	P	P	P	P	P	P	P	P
267	P	P	G	P	P	P	P	P	G	F
268	P	VP	VP	VP	P	VP	P	P	P	P
269	P	P	P	F	P	G	P	F	P	G
270	P	P	P	F	P	F	P	P	P	P
271	P	P	P	P	P	P	P	P	P	P
272	P	P	P	P	P	P	P	P	P	P
273	P	P	F	P	P	P	P	F	F	P
274	P	P	F	P	P	P	P	P	F	VP
275	VP	VP	VP	VP	VP	P	VP	VP	VP	VP

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 4B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
276	VP	VP	VP	VP	VP	P	P	VP	P	F
277	VP	VP	F	P	P	P	P	P	P	VP
278	VP	VP	VP	VP	VP	P	P	VP	P	VP
279	VP	VP	P	P	VP	P	P	P	P	P
280	VP	VP	VP	P	VP	P	P	P	P	F
281	VP	VP	P	P	F	P	P	P	P	P
282	VP	VP	VP	P	P	P	P	P	P	P
283	VP	VP	F	P	VP	P	P	P	P	VP
284	VP	VP	P	VP	VP	VP	VP	VP	VP	VP
285	VP	VP	F	P	VP	VP	P	P	P	VP
286	VP	VP	VP	VP	VP	VP	P	VP	P	F
287	VP	VP	G	P	P	VP	P	P	P	P
288	VP	VP	P	P	VP	VP	VP	VP	VP	VP
289	VP	P	P	P	VP	VP	P	VP	P	F
290	VP	VP	F	P	VP	VP	P	VP	P	P
291	VP	VP	P	P	VP	VP	P	VP	P	F
292	VP	VP	P	P	VP	VP	P	VP	P	E
293	E	E	E	G	G	E	G	E	G	F
294	VP	P	P	P	P	F	P	F	P	F
295	P	P	G	F	VP	P	P	VP	P	F
296	P	P	VP	P	P	F	P	P	P	P
297	F	F	E	G	F	G	F	F	G	G
298	F	F	VP	F	VP	F	F	P	G	G
299	G	F	G	G	P	G	G	F	F	F
300	E	E	E	G	G	F	G	G	E	F

GRADE 5A

301	E	F	E	G	E	F	G	E	E	G
302	E	E	E	G	G	G	E	E	G	E
303	E	G	E	G	E	G	E	E	G	E
304	E	G	E	G	E	G	E	E	E	E
305	E	E	E	G	E	E	E	E	E	E
306	E	E	E	G	E	E	E	E	E	E
307	E	E	E	G	G	G	G	G	G	E
308	E	G	E	F	G	G	F	G	G	E
309	E	G	E	G	E	G	F	G	G	E
310	E	E	E	G	G	G	G	G	G	E
311	E	E	E	G	F	F	G	F	G	E
312	E	F	E	F	P	P	VP	F	E	E
313	E	F	E	F	G	F	P	G	E	E
314	E	E	E	G	F	E	G	E	F	E
315	E	F	E	G	G	G	G	F	F	F
316	E	G	E	G	G	E	F	G	G	G
317	E	E	E	E	G	E	F	G	E	F
318	G	E	E	G	E	G	G	F	E	E

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 5A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
319	G	F	G	F	F	F	F	F	F	P
320	G	P	G	G	G	F	F	F	G	G
321	G	F	G	G	P	F	F	G	G	G
322	G	F	G	F	F	E	G	G	G	E
323	G	G	G	G	G	G	G	G	G	G
324	G	G	E	F	F	G	F	F	F	P
325	G	F	F	P	P	F	F	F	E	G
326	G	G	G	F	G	F	G	G	G	G
327	G	G	G	F	G	G	G	F	G	G
328	G	P	G	P	F	F	F	F	F	F
329	G	P	F	P	F	F	F	F	F	F
330	G	E	E	E	E	E	F	G	G	G
331	G	P	G	P	VP	P	VP	F	F	P
332	G	F	G	F	F	G	F	G	G	P
333	G	F	G	F	P	G	P	F	F	G
334	G	F	G	G	F	G	P	F	G	G
335	G	F	G	G	G	E	P	F	G	G
336	F	P	VP	F	VP	P	VP	F	G	F
337	F	F	P	F	F	P	P	F	F	P
338	F	P	F	G	P	P	P	F	F	F
339	F	P	P	F	F	F	P	F	F	F
340	F	P	VP	P	P	VP	F	F	F	F
341	F	F	F	F	F	G	F	F	F	F
342	F	E	G	G	E	E	F	F	F	F
343	F	F	VP	P	VP	VP	VP	F	F	F
344	F	G	F	F	VP	F	P	F	F	F
345	F	G	P	G	VP	G	P	F	F	F
346	F	F	G	F	F	G	P	G	F	F
347	F	F	G	P	P	F	P	G	F	F
348	F	F	P	P	F	P	P	F	F	F
349	F	F	F	E	F	E	F	G	F	G
350	F	F	F	P	P	F	P	G	F	F
351	F	F	F	F	F	F	P	F	F	F
352	F	G	F	P	P	F	P	F	F	F
353	F	F	F	F	F	F	F	F	F	F
354	F	F	P	F	P	F	G	F	F	F
355	P	F	VP	P	VP	P	F	P	P	P
356	P	P	P	P	VP	P	P	P	P	P
357	P	P	P	P	P	VP	VP	P	F	P
358	P	P	VP	P	P	P	P	P	F	P
359	P	P	VP	P	VP	F	F	F	P	P
360	P	F	VP	F	P	F	F	F	VP	P
361	P	P	P	F	VP	P	P	P	F	P
362	P	F	P	F	F	F	F	F	F	F
363	P	F	P	F	P	F	P	F	P	F
364	P	G	P	F	P	F	G	F	P	F
365	P	P	P	F	P	P	P	P	P	P

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 5B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
366	P	P	P	F	P	P	P	P	P	P
367	P	F	P	F	P	P	P	F	P	F
368	P	P	P	F	P	P	P	P	G	P
369	P	P	VP	VP	VP	VP	VP	P	VP	P
370	P	P	P	P	P	P	P	P	P	P
371	P	P	VP	P	P	P	VP	P	P	P
372	P	P	VP	F	VP	P	VP	P	P	P
373	VP	P	VP	VP	VP	VP	VP	VP	VP	VP
374	VP	P	VP	P	VP	VP	VP	P	P	P
375	VP	P	VP	P	VP	VP	VP	P	VP	P
376	VP	P	VP	P	VP	VP	P	P	VP	P
377	VP	VP	VP	VP	VP	VP	VP	P	VP	VP
378	VP	P	VP	P	P	P	P	P	VP	P
379	VP	VP	VP	P	VP	P	VP	P	P	P
380	VP	P	VP	F	VP	P	P	F	F	P
381	VP	F	VP	F	P	F	P	F	F	P
382	VP	P	P	P	VP	VP	P	F	F	VP
383	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
384	VP	P	VP	F	P	F	VP	VP	VP	VP
385	VP	F	VP	F	VP	P	VP	P	P	P
386	VP	P	VP	P	F	P	P	P	P	P
387	VP	F	VP	F	F	P	F	VP	P	P
388	VP	P	VP	P	VP	VP	VP	P	P	P
389	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
390	VP	P	VP	F	P	VP	P	VP	P	P
391	E	E	F	F	G	E	G	F	F	P
392	E	E	E	E	F	G	F	F	E	P
393	G	G	G	G	G	G	G	G	G	E
394	G	G	G	G	G	E	E	F	F	E
395	F	G	G	F	G	G	F	F	F	F
396	P	P	P	P	F	F	P	P	P	F
397	P	P	P	P	P	F	P	P	P	F
398	VP	P	VP	VP	P	P	P	P	P	P
399	VP	VP	VP	P	F	P	P	P	VP	P
400	G	G	G	G	F	G	G	F	F	G

GRADE 5B

401	E	F	G	G	G	F	F	E	F	E
402	E	F	G	G	E	G	F	E	F	E
403	E	E	E	E	E	E	G	E	G	E
404	E	E	E	E	E	G	E	E	G	E
405	E	F	E	E	E	G	F	E	G	E
406	E	E	E	E	G	G	E	E	E	E
407	E	G	E	E	G	F	E	G	G	E
408	E	F	E	G	E	F	E	E	F	E

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 5B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
409	E	E	E	G	E	F	G	E	G	E
410	E	E	E	F	G	F	G	E	E	E
411	E	E	E	F	G	F	F	E	G	E
412	E	E	E	F	E	G	F	E	G	E
413	E	F	G	P	E	G	E	G	E	E
414	E	P	F	F	G	P	P	F	G	E
415	E	G	G	G	E	F	F	G	G	E
416	E	VP	F	P	G	P	P	F	G	E
417	E	G	G	G	E	G	G	E	E	F
418	E	E	E	E	E	G	E	E	G	E
419	E	G	G	G	E	G	G	G	F	F
420	G	F	G	G	G	G	F	G	G	G
421	G	P	P	P	G	F	VP	G	F	F
422	G	G	G	G	E	F	G	G	G	G
423	G	E	G	G	E	E	G	G	G	F
424	G	G	G	E	G	G	G	G	G	G
425	G	G	F	G	E	P	G	F	F	G
426	G	E	G	G	G	F	G	G	G	G
427	E	G	E	G	G	E	E	E	G	G
428	G	G	G	F	E	G	G	E	F	E
429	G	E	G	G	G	G	E	E	E	G
430	G	E	G	G	G	G	G	E	G	E
431	G	G	G	F	P	G	E	G	G	G
432	G	G	G	G	G	G	G	G	G	G
433	G	G	F	F	E	E	G	G	G	E
434	G	G	G	G	F	G	G	G	F	G
435	G	F	F	F	F	P	F	F	G	G
436	G	F	F	F	G	F	G	G	G	G
437	G	P	F	P	G	F	F	F	F	G
438	G	G	G	G	F	F	F	G	F	F
439	G	F	F	G	G	F	G	G	G	F
440	F	F	P	F	F	F	F	F	F	F
441	F	F	F	F	F	G	F	G	F	F
442	F	F	G	F	G	F	E	G	G	F
443	F	F	F	F	G	G	G	G	G	G
444	F	F	F	G	G	G	G	G	G	G
445	F	P	F	P	F	G	F	G	P	F
446	F	G	F	F	E	F	G	G	G	F
447	F	G	F	F	G	P	F	G	G	F
448	F	G	G	F	G	F	F	G	G	F
449	F	F	F	P	F	F	F	G	F	F
450	F	G	F	F	F	G	G	G	G	F
451	F	F	F	P	F	F	G	G	G	G
452	F	G	F	F	G	G	G	G	G	G
453	F	P	F	F	P	P	F	F	F	F
454	F	P	P	P	F	P	F	VP	F	G
455	F	F	P	F	G	F	F	P	F	P

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 5B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
456	F	F	F	P	F	F	G	P	G	F
457	F	F	F	P	G	F	G	F	G	F
458	F	F	P	F	F	F	F	F	G	F
459	F	F	F	F	G	F	F	F	G	F
460	P	P	P	P	P	P	F	P	P	P
461	P	P	VP	VP	P	F	P	P	P	P
462	P	F	P	F	F	F	G	P	F	P
463	P	F	P	E	P	F	F	P	F	P
464	P	P	P	P	F	P	F	F	F	P
465	P	F	P	P	P	F	F	P	P	P
466	P	F	P	F	P	F	F	P	G	P
467	P	F	P	P	F	F	P	P	F	F
468	P	P	P	P	P	F	F	F	F	F
469	P	P	P	P	VP	G	F	F	G	G
470	P	F	P	P	P	F	P	P	P	F
471	P	F	P	P	F	F	P	P	F	P
472	P	F	P	P	P	F	F	P	P	P
473	P	P	P	P	VP	P	P	P	P	P
474	P	P	P	P	P	P	P	VP	P	P
475	P	P	P	F	P	F	F	P	P	P
476	P	P	P	P	P	P	P	P	G	P
477	P	P	P	F	P	F	F	P	G	P
478	P	F	P	F	F	F	G	F	G	F
479	P	F	F	P	F	G	G	F	F	P
480	VP	P	VP	VP	P	F	F	P	F	F
481	VP	VP	VP	F	VP	F	F	P	P	P
482	VP	P	P	P	VP	P	P	P	VP	P
483	VP	P	P	P	P	P	P	P	F	F
484	VP	VP	F	P	VP	F	F	P	F	P
485	VP	P	VP	VP	VP	F	P	P	F	VP
486	VP	VP	VP	VP	VP	F	F	F	P	VP
487	VP	P	VP	VP	P	F	F	P	P	P
488	VP	P	VP	VP	P	P	P	P	VP	P
489	VP	P	P	VP	P	P	P	VP	P	VP
490	VP	P	VP	VP	P	P	P	VP	P	VP
491	VP	F	VP	VP	P	P	P	P	P	P
492	VP	F	P	VP	F	G	F	P	F	P
493	VP	F	P	VP	F	F	F	P	G	F
494	VP	F	VP	VP	P	F	F	F	G	G
495	VP	P	VP	VP	E	P	P	F	E	F
496	VP	VP	VP	VP	VP	VP	VP	VP	F	VP
497	VP	P	VP	VP	VP	VP	VP	VP	VP	VP
498	VP	VP	VP	VP	VP	VP	P	VP	VP	VP
499	VP	P	VP	VP	VP	VP	P	VP	P	VP
500	E	E	G	G	E	G	E	E	E	G

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 6A

PAPER NO	JUDGES 1	2	3	4	5	6	7	8	9	10
501	E	G	E	F	E	E	G	G	F	E
502	E	G	G	F	E	E	G	E	G	F
503	E	E	E	G	G	G	E	E	E	E
504	E	G	E	F	G	G	F	F	E	G
505	E	F	G	G	E	E	G	G	G	F
506	E	E	E	G	G	G	G	E	E	E
507	E	P	P	G	G	G	F	F	G	E
508	E	G	P	G	E	G	G	E	G	F
509	E	F	P	F	G	G	F	E	G	F
510	E	P	P	F	F	F	F	F	E	G
511	E	E	G	F	E	E	G	E	E	F
512	E	G	E	F	E	E	G	G	E	E
513	E	E	G	G	G	E	E	E	E	E
514	E	E	G	F	E	E	E	E	E	E
515	E	F	E	F	E	E	G	F	E	F
516	G	P	P	F	G	F	F	F	G	E
517	G	F	G	F	G	G	G	G	G	E
518	G	G	P	F	E	F	G	E	F	E
519	G	E	E	F	G	G	E	E	E	F
520	G	F	G	G	F	G	G	G	G	G
521	G	F	P	G	F	F	E	E	F	G
522	G	G	G	G	E	E	G	G	G	G
523	G	E	E	F	E	E	E	E	F	G
524	G	F	P	G	F	F	G	E	E	E
525	G	F	P	G	G	G	G	E	G	G
526	G	P	P	F	F	P	G	F	P	G
527	G	P	VP	F	P	P	F	F	E	G
528	G	F	P	P	F	F	VP	F	E	F
529	G	P	P	F	F	F	P	F	E	E
530	G	G	P	F	P	P	P	G	G	G
531	G	F	P	F	P	P	F	G	G	G
532	G	F	F	F	P	P	F	G	G	G
533	G	F	P	F	F	F	G	G	E	G
534	G	F	P	F	F	F	G	G	G	P
535	G	G	F	G	G	G	F	G	G	G
536	F	F	G	F	F	F	G	F	F	F
537	F	P	VP	F	F	P	VP	F	F	F
538	F	F	F	F	F	F	F	F	F	F
539	F	F	G	F	F	P	F	F	G	F
540	F	P	F	F	F	P	F	F	F	F
541	F	P	VP	F	F	VP	P	F	F	F
542	F	G	F	G	F	G	G	F	G	F
543	F	G	F	F	G	E	G	F	F	F
544	F	F	F	F	F	F	F	F	F	F
545	F	F	P	F	F	P	F	F	E	F
546	F	G	P	F	G	G	F	F	E	F
547	F	P	VP	P	F	F	P	E	G	F

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 6A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
548	F	P	VP	F	E	VP	P	F	P	P
549	F	P	VP	P	P	E	VP	G	F	P
550	F	F	VP	G	P	P	F	P	F	F
551	F	F	P	F	P	F	F	F	P	F
552	F	G	VP	F	P	F	F	P	F	P
553	F	P	VP	F	P	F	G	F	F	F
554	F	P	VP	F	P	F	F	F	F	F
555	F	F	F	F	P	F	P	P	F	F
556	P	P	VP	P	VP	P	VP	P	P	P
557	P	P	VP	P	P	P	P	P	P	P
558	P	P	P	P	P	P	VP	P	P	P
559	P	P	VP	P	P	P	P	P	P	P
560	P	P	VP	F	VP	P	VP	P	P	P
561	P	F	VP	F	P	P	F	P	F	P
562	P	F	P	F	P	P	F	P	F	P
563	P	F	P	F	F	P	P	P	P	F
564	P	G	VP	F	P	F	F	VP	P	P
565	P	F	VP	P	VP	VP	F	P	P	P
566	P	P	VP	F	P	P	F	P	F	P
567	P	P	VP	VP	VP	VP	F	P	P	F
568	P	F	VP	F	VP	P	VP	VP	P	P
569	P	F	VP	F	VP	VP	VP	F	P	F
570	P	F	VP	F	VP	P	P	F	G	P
571	P	F	VP	P	VP	P	P	P	P	P
572	P	P	P	F	VP	P	F	P	P	P
573	P	VP	VP	P	VP	P	P	P	P	P
574	P	F	P	F	P	VP	F	P	P	F
575	P	F	P	P	P	P	P	P	P	P
576	VP	P	VP	P	VP	VP	P	P	P	P
577	VP	P	VP	F	VP	VP	F	F	P	G
578	VP	F	VP	F	P	P	P	F	P	F
579	VP	F	VP	VP	P	VP	F	F	VP	VP
580	VP	P	P	F	VP	P	F	P	P	P
581	VP	P	VP	P	P	VP	F	F	P	P
582	VP	F	VP	F	P	P	F	F	F	F
583	VP	G	P	P	P	P	F	F	F	F
584	VP	P	VP	P	VP	VP	VP	VP	VP	VP
585	VP	P	VP	F	VP	VP	VP	F	VP	P
586	VP	VP	VP	P	VP	VP	VP	VP	VP	VP
587	VP	P	VP	P	VP	VP	VP	VP	VP	VP
588	VP	VP	VP	P	VP	VP	VP	VP	VP	VP
589	VP	VP	VP	P	VP	VP	VP	VP	VP	VP
590	VP	VP	VP	P	VP	VP	P	P	VP	VP
591	VP	F	VP	F	VP	VP	VP	F	VP	F
592	VP	P	VP	P	VP	VP	F	F	G	VP
593	VP	VP	VP	P	VP	VP	VP	F	F	VP
594	VP	F	VP	P	VP	VP	VP	P	F	VP

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 4A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
595	VP	P	VP	P	VP	VP	VP	P	F	VP
596	E	G	E	F	F	F	E	E	G	F
597	E	E	E	G	F	P	F	P	E	G
598	E	G	E	F	F	F	G	E	P	E
599	E	F	F	F	P	VP	F	E	G	E
600	E	F	E	E	F	G	E	E	F	F

GRADE 6B

601	E	G	G	E	F	E	F	G	F	E
602	E	P	F	G	P	P	E	F	G	E
603	E	P	G	F	G	F	P	F	E	E
604	E	P	F	F	F	E	F	E	E	F
605	E	E	F	G	F	E	F	E	F	E
606	E	G	G	E	G	E	F	E	F	F
607	E	G	E	E	G	E	E	E	E	E
608	E	G	G	E	E	E	E	E	E	E
609	E	E	G	G	G	F	E	F	P	E
610	E	E	E	E	F	E	E	E	E	E
611	E	G	VP	F	P	E	F	G	F	G
612	E	F	F	F	F	E	F	G	F	E
613	E	F	G	P	F	E	F	E	F	G
614	E	G	G	F	F	E	F	G	F	E
615	E	P	P	F	P	E	F	E	G	F
616	E	P	F	P	P	G	E	F	E	G
617	G	G	P	F	F	G	E	G	E	F
618	G	P	VP	P	P	P	E	G	E	F
619	G	E	G	G	F	G	G	G	G	G
620	G	F	F	G	F	G	F	G	P	G
621	G	F	G	G	F	G	G	G	G	G
622	G	G	F	E	F	G	E	F	G	G
623	G	E	G	E	E	E	F	G	E	F
624	G	E	F	G	G	G	G	G	G	G
625	G	E	F	G	F	F	E	G	E	G
625	G	E	F	G	F	F	E	G	E	G
626	G	E	F	G	G	G	G	G	G	G
627	G	G	F	P	P	P	F	P	F	G
628	G	P	P	P	F	P	P	E	F	G
629	G	P	P	F	P	P	E	G	E	F
630	G	F	P	VP	VP	F	E	F	E	F
631	G	P	F	P	F	F	G	G	G	G
632	G	P	P	F	F	G	E	E	F	G
633	G	P	F	F	F	F	G	P	E	F
634	G	P	P	F	F	G	G	G	G	F
635	G	E	P	F	G	G	G	G	E	F
636	G	P	P	P	G	E	F	G	E	P

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 6B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
637	F	P	P	VP	P	F	F	P	F	F
638	F	F	P	G	F	F	F	F	F	F
639	F	P	P	F	P	P	F	F	F	P
640	F	P	P	F	P	P	E	F	F	P
641	F	F	F	F	F	F	F	F	F	F
642	F	E	G	P	G	F	G	E	P	P
643	F	F	F	F	E	F	F	E	F	P
644	F	F	P	F	F	F	P	P	F	P
645	F	F	G	F	F	F	F	F	F	F
646	F	F	F	F	F	F	F	F	F	F
647	F	F	F	F	P	F	F	F	F	P
648	F	P	P	F	F	P	F	F	P	P
649	F	P	P	VP	VP	P	F	F	F	P
650	F	P	F	F	P	F	F	F	P	VP
651	F	P	P	P	P	F	F	G	P	F
652	F	P	F	F	VP	P	F	F	P	F
653	F	P	P	F	P	P	F	F	F	G
654	F	P	P	P	F	P	F	F	F	G
655	F	G	VP	P	G	F	F	F	P	E
656	F	F	VP	P	F	F	E	F	E	F
657	P	P	VP	P	F	F	E	F	P	P
658	P	P	P	P	VP	F	F	VP	P	P
659	P	P	F	P	P	F	P	F	P	P
660	P	P	P	P	P	P	P	P	P	P
661	P	F	P	P	F	P	G	P	P	P
662	P	F	F	P	F	F	P	P	P	P
663	P	P	P	P	P	P	P	P	P	P
664	P	F	VP	P	F	VP	F	P	P	P
665	P	F	F	P	F	P	P	F	P	P
666	P	P	F	P	P	P	P	P	P	G
667	P	P	P	P	VP	P	P	F	P	P
668	P	P	P	P	VP	VP	F	F	P	P
669	P	P	VP	P	VP	VP	VP	VP	VP	P
670	P	P	P	P	P	P	P	P	P	P
671	P	VP	P	P	P	P	VP	F	P	P
672	P	VP	F	F	F	P	P	P	P	P
673	P	P	VP	P	VP	VP	F	G	P	P
674	P	P	G	F	P	P	P	P	P	G
675	P	F	P	P	P	F	P	P	P	P
676	P	F	P	G	F	F	P	P	F	P
677	VP	P	P	VP	VP	VP	VP	VP	P	F
678	VP	P	P	G	VP	E	P	P	P	P
679	VP	F	VP	F	VP	P	P	VP	P	P
680	VP	P	VP	P	P	P	P	P	P	P
681	VP	VP	VP	VP	F	VP	VP	VP	VP	VP
682	VP	P	VP	F	P	F	P	P	P	P
683	VP	P	F	F	F	F	P	P	P	P

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 6B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
684	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
685	VP	P	P	P	VP	P	P	P	P	P
686	VP	P	P	P	P	P	P	VP	F	F
687	VP	VP	P	F	VP	P	F	P	P	P
688	VP	P	P	F	P	F	P	F	P	P
689	VP	P	P	F	VP	P	P	P	P	P
690	VP	F	P	F	VP	F	P	P	P	F
691	VP	G	VP	VP	P	P	P	P	P	VP
692	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
693	VP	VP	F	P	VP	VP	VP	VP	VP	VP
694	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
695	VP	VP	F	VP	P	VP	P	P	VP	VP
696	VP	VP	VP	VP	VP	VP	P	F	F	VP
697	E	E	G	G	G	F	E	E	E	E
698	E	E	E	E	E	E	E	E	E	E
699	E	E	F	G	G	E	G	F	E	E
700	E	E	E	G	G	E	G	F	E	G

GRADE 7A

701	E	E	G	G	E	E	E	E	E	E
702	E	G	P	G	G	E	F	E	E	F
703	E	F	F	G	F	G	E	E	G	F
704	E	P	P	F	P	F	E	F	E	G
705	E	F	P	F	F	F	F	P	G	E
706	E	P	F	F	F	E	P	E	F	E
707	E	F	F	F	E	G	F	F	G	E
708	E	F	F	G	E	E	F	E	E	F
709	E	F	P	P	E	P	P	E	G	F
710	E	F	G	F	G	F	E	G	F	E
711	E	E	F	G	E	E	E	E	E	E
712	E	G	E	G	E	E	E	E	E	E
713	E	F	P	F	F	P	E	G	F	E
714	G	G	F	G	F	G	E	P	F	E
715	E	E	G	E	E	E	E	E	E	E
716	G	P	F	F	F	G	E	F	G	E
717	G	G	G	F	G	G	G	G	G	G
718	G	E	G	G	G	G	G	G	G	B
719	G	F	F	E	E	E	G	E	P	F
720	G	P	P	F	E	F	P	E	G	F
721	G	P	F	P	E	G	E	P	E	F
722	G	P	F	P	E	G	F	E	G	E
723	G	F	G	G	G	G	G	G	G	G
724	G	F	F	F	G	F	E	F	G	E
725	G	F	P	F	G	E	F	E	G	E
726	G	P	G	G	G	G	G	G	G	G

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 7A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
727	G	G	F	F	G	G	F	G	G	E
728	G	P	P	F	G	G	E	P	F	G
729	G	P	P	F	G	E	P	E	E	G
730	G	F	F	G	G	G	G	F	E	G
731	G	F	F	E	F	F	F	G	G	
732	G	F	F	G	E	F	E	F	E	F
733	F	G	P	F	F	E	G	E	E	G
734	F	F	P	P	F	F	F	F	P	E
735	F	P	F	F	F	F	F	F	F	F
736	F	P	F	F	F	F	P	F	F	F
737	F	P	P	F	P	P	F	E	F	F
738	F	P	F	F	F	F	F	F	F	P
739	F	G	F	G	F	F	F	F	G	F
740	F	P	P	F	F	P	F	F	F	F
741	F	F	F	F	F	F	F	F	F	F
742	F	P	P	F	F	F	P	F	P	P
743	F	P	F	F	F	F	F	F	F	F
744	F	P	P	F	P	F	F	F	F	F
745	F	P	G	P	P	F	F	F	P	F
746	F	P	F	P	P	F	F	F	P	F
747	F	P	F	G	P	F	F	F	P	F
748	F	F	G	G	E	F	G	F	E	F
749	F	P	F	F	F	F	F	F	F	F
750	F	P	P	F	F	F	F	P	E	F
751	F	P	P	P	F	E	F	F	F	F
752	F	P	F	F	F	P	VP	F	F	F
753	P	P	P	P	P	P	P	P	P	P
754	P	VP	P	P	P	P	P	P	VP	P
755	P	VP	P	P	P	P	P	P	P	P
756	P	VP	P	VP	P	P	P	P	P	P
757	P	VP	P	P	P	P	P	P	P	P
758	P	VP	VP	P	P	P	P	P	P	P
759	P	P	VP	P	P	P	P	P	P	P
760	P	F	VP	F	P	P	P	P	P	F
761	P	P	P	P	P	P	P	P	P	P
762	P	P	VP	F	P	VP	P	P	P	F
763	P	P	VP	P	P	P	P	P	P	P
764	P	P	VP	P	P	P	P	P	P	P
765	P	VP	VP	P	P	P	P	P	P	P
766	P	VP	VP	P	P	P	P	P	P	P
767	P	P	P	P	P	P	P	F	P	P
768	P	F	P	VP	P	P	P	P	P	P
769	P	VP	VP	VP	P	P	P	P	P	P
770	P	VP	P	P	P	P	P	P	P	P
771	P	P	P	F	P	P	P	P	P	F
772	VP	VP	P	VP	P	VP	VP	VP	VP	VP
773	VP	VP	VP	P	P	P	VP	VP	VP	VP

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 7A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
774	VP	VP	VP	VP	VP	P	VP	VP	P	P
775	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
776	VP	VP	P	VP	VP	VP	VP	VP	VP	VP
777	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
778	VP	VP	VP	VP	VP	VP	VP	P	P	VP
779	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
780	VP	VP	P	P	P	P	P	VP	VP	VP
781	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
782	VP	VP	P	P	P	VP	VP	VP	VP	VP
783	VP	VP	VP	VP	P	P	P	P	P	P
784	VP	VP	P	VP	VP	VP	VP	VP	VP	VP
785	VP	P	VP	VP	VP	VP	VP	VP	VP	VP
786	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
787	G	P	VP	G	G	E	F	F	G	G
788	P	VP	P	P	P	P	P	P	P	P
789	VP	VP	VP	VP	P	P	F	VP	VP	VP
790	VP	P	P	P	VP	P	P	P	VP	VP
791	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
792	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
793	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP

GRADE 7B

801	E	G	P	F	F	E	G	E	E	E
802	E	E	P	F	F	E	G	G	F	E
803	E	G	F	E	G	E	E	E	E	E
804	E	F	G	G	F	E	E	E	E	E
805	E	E	E	E	G	E	E	E	E	E
806	E	E	G	E	G	E	E	E	E	E
807	E	E	E	E	F	E	E	E	E	E
808	E	G	F	E	G	E	E	E	E	E
809	E	E	E	F	G	E	E	E	E	E
810	E	F	E	G	G	E	E	E	E	E
811	E	F	G	G	G	E	E	E	E	E
812	G	G	G	E	G	G	G	G	G	G
813	E	F	G	G	F	E	E	E	E	E
814	E	P	E	F	F	E	F	E	E	E
815	G	F	P	F	P	E	G	G	G	F
816	G	G	F	F	P	G	G	G	G	G
817	G	F	G	P	F	G	G	F	G	P
818	G	P	F	F	F	F	G	G	F	G
819	G	F	E	F	P	G	G	G	G	G
820	G	F	F	P	P	F	F	P	P	G
821	G	P	G	P	P	F	G	G	F	F
822	G	F	P	VP	VP	G	G	F	F	F
823	G	F	G	VP	F	F	F	G	G	G

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 7B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
824	G	F	G	F	F	F	F	F	F	G
825	G	F	G	F	F	F	F	G	F	G
826	G	F	F	F	F	F	F	F	F	F
827	G	P	F	P	P	G	G	F	F	F
828	G	F	F	P	F	G	G	F	P	F
829	G	F	P	P	P	G	G	F	F	P
830	G	G	E	G	G	G	G	G	G	G
831	G	P	G	P	F	G	F	F	P	G
832	G	G	G	P	G	G	G	G	G	G
833	G	F	G	G	G	G	G	G	G	G
834	F	P	P	P	P	F	F	P	P	P
835	F	F	P	P	P	F	P	P	F	P
836	F	F	G	P	F	F	F	F	F	F
837	F	P	P	P	F	P	P	P	F	F
838	F	P	F	P	P	F	F	F	F	F
839	F	P	P	P	F	F	F	P	P	F
840	F	F	G	P	G	F	F	P	P	F
841	F	P	P	P	F	F	F	F	F	F
842	F	P	F	P	F	F	F	F	F	F
843	F	P	F	P	P	F	F	F	F	F
844	F	F	G	F	F	F	F	F	F	F
845	F	P	P	P	F	F	F	F	F	F
846	F	F	F	P	P	F	F	F	F	F
847	F	F	P	F	F	F	F	F	F	F
848	F	P	P	P	F	F	F	P	P	F
849	F	P	F	P	F	F	F	P	F	F
850	F	P	F	F	F	F	F	F	F	F
851	F	P	P	P	F	F	F	F	F	F
852	F	F	F	P	F	F	F	F	F	F
853	F	P	G	P	F	F	F	P	F	F
854	P	VP	P	P	P	P	P	P	P	P
855	P	P	P	VP	P	P	P	P	P	P
856	P	VP	P	VP	P	P	P	P	P	P
857	P	P	P	VP	P	P	P	P	P	P
858	P	F	P	P	F	P	F	P	P	P
859	P	F	P	VP	F	P	P	P	P	P
860	P	F	P	P	F	P	P	P	P	P
861	P	VP	P	P	F	P	F	P	F	P
862	P	P	F	VP	F	P	P	P	P	F
863	P	VP	F	VP	F	P	P	P	P	P
864	P	VP	P	P	F	P	P	P	P	P
865	P	VP	F	VP	P	P	P	P	P	P
866	P	P	P	VP	P	P	P	P	P	P
867	P	VP	P	VP	P	P	P	P	VP	P
868	P	VP	VP	VP	P	P	P	P	VP	
869	P	VP	P	VP	F	P	P	P	P	P
870	P	VP	P	VP	F	VP	VP	P	P	VP

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 4A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
871	P	P	P	P	F	P	P	P	P	P
872	P	VP	P	VP	P	P	P	P	P	P
873	VP	VP	VP	VP	P	VP	VP	VP	VP	VP
874	VP	VP	VP	VP	P	VP	VP	VP	VP	VP
875	VP	VP	VP	VP	P	VP	VP	VP	VP	VP
876	VP	P	VP	VP	P	VP	P	P	VP	VP
877	VP	VP	VP	VP	P	VP	VP	VP	VP	VP
878	VP	VP	P	VP	P	VP	VP	VP	VP	VP
879	VP	VP	P	P	P	VP	VP	VP	VP	VP
880	VP	P	VP	P	F	VP	F	VP	VP	VP
881	VP	VP	VP	VP	P	P	P	P	VP	VP
882	VP	VP	VP	VP	P	P	P	P	P	P
883	VP	VP	VP	VP	P	VP	VP	VP	VP	VP
884	VP	VP	P	P	P	P	P	P	P	P
885	VP	VP	P	VP	F	VP	F	VP	VP	VP
886	VP	VP	P	VP	P	VP	VP	F	VP	VP
887	VP	VP	VP	VP	P	P	P	P	VP	VP
888	VP	VP	VP	VP	P	P	VP	VP	VP	VP
889	VP	VP	VP	VP	P	P	VP	P	VP	VP
890	VP	VP	VP	VP	F	F	VP	VP	VP	VP
891	P	P	P	VP	P	VP	VP	VP	VP	VP
892	G	G	P	P	F	VP	VP	VP	VP	VP
893	E	E	F	F	F	VP	VP	VP	VP	VP

GRADE 8A

901	E	G	G	G	G	G	E	G	E	E
902	E	E	G	E	G	E	E	E	E	E
903	E	G	E	E	E	E	E	E	E	E
904	E	F	P	G	F	E	F	F	E	E
905	E	F	F	G	G	E	G	G	G	E
906	E	G	G	E	G	G	E	E	E	G
907	E	E	E	G	G	E	E	E	E	E
908	E	E	G	E	E	E	E	E	E	E
909	E	G	G	G	G	E	F	E	E	E
910	E	F	G	G	F	E	E	E	E	F
911	E	G	E	G	E	E	E	E	E	E
912	G	E	G	G	G	G	G	G	G	G
913	G	F	P	E	F	G	E	F	G	E
914	G	E	E	E	G	G	G	G	G	G
915	G	E	G	G	E	G	G	G	G	G
916	G	F	F	F	F	F	F	G	G	G
917	G	G	F	F	F	G	G	G	G	G
918	G	G	G	G	F	G	G	G	G	G
919	G	E	G	G	G	G	G	G	G	F
920	G	G	F	G	G	G	F	G	G	P

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 8A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
921	G	G	G	F	F	G	G	G	E	G
922	G	G	F	G	F	G	G	G	E	G
923	G	G	VP	F	P	G	G	G	G	G
924	G	F	P	P	P	P	P	F	F	F
925	G	E	F	F	G	G	G	G	G	G
926	G	E	F	E	G	G	G	G	G	G
927	G	E	G	G	G	G	G	G	G	G
928	F	F	P	F	P	G	F	P	F	F
929	F	G	P	P	P	P	F	F	F	F
930	F	F	P	P	P	F	F	P	F	F
931	F	F	F	F	F	F	F	F	F	F
932	F	G	F	F	P	P	P	F	F	F
933	F	G	F	F	P	F	F	F	F	F
934	F	F	P	F	P	F	F	F	F	F
935	F	F	F	G	F	F	F	F	F	F
936	F	G	E	F	E	F	F	F	F	F
937	F	F	G	F	G	F	F	F	F	G
938	F	G	E	G	E	F	F	F	F	F
939	F	G	G	F	F	F	F	F	F	F
940	F	P	F	F	P	F	F	F	F	F
941	F	G	F	F	P	F	F	F	F	F
942	F	F	F	F	F	F	F	F	F	F
943	F	P	F	F	F	F	F	F	F	F
944	F	G	F	G	G	F	F	F	F	F
945	F	G	F	G	F	F	F	F	F	F
946	F	F	F	F	F	F	F	P	F	F
947	F	F	F	G	P	G	F	F	F	F
948	P	P	P	G	F	F	F	P	P	F
949	P	P	P	F	G	P	P	P	P	F
950	P	P	VP	P	P	P	P	P	P	P
951	P	P	P	P	F	F	P	P	F	F
952	P	F	P	P	P	F	F	P	P	P
953	P	F	P	P	F	P	F	P	P	P
954	P	G	P	P	P	P	P	P	P	P
955	P	F	P	F	P	P	P	P	P	P
956	P	F	P	P	P	P	P	P	P	P
957	P	F	F	P	P	P	P	F	P	P
958	P	F	P	F	P	P	P	P	P	P
959	P	F	F	P	F	P	P	P	P	P
960	P	F	P	P	VP	P	P	P	VP	F
961	P	F	P	F	P	P	P	P	P	P
962	P	P	P	P	VP	P	P	P	P	P
963	P	P	P	P	VP	P	P	P	P	P
964	P	G	P	F	F	P	P	P	F	P
965	P	P	P	P	VP	P	P	P	P	F
966	P	P	P	F	P	P	P	P	P	P
967	P	P	P	F	VP	P	P	P	P	P

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE A

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
968	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
969	VP	VP	VP	VP	VP	P	P	VP	VP	VP
970	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
971	VP	P	P	P	VP	P	VP	VP	VP	VP
972	VP	P	VP	P	P	P	P	P	P	P
973	VP	F	VP	P	VP	VP	VP	VP	VP	VP
974	VP	P	P	VP	VP	VP	VP	VP	VP	VP
975	VP	F	P	VP	P	P	VP	P	P	VP
976	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP
977	VP	F	VP	VP	F	VP	VP	VP	VP	VP
978	VP	F	VP	P	VP	VP	VP	VP	VP	VP
979	VP	F	VP	P	P	VP	VP	VP	VP	VP
980	VP	P	VP	P	VP	VP	VP	VP	VP	VP
981	VP	VP	VP	P	VP	VP	VP	VP	VP	VP
982	VP	F	P	P	VP	VP	VP	VP	VP	VP
983	VP	F	P	P	VP	VP	VP	VP	VP	VP
984	G	P	P	P	P	VP	VP	VP	VP	P
985	G	P	P	F	P	VP	G	G	G	F
986	G	F	F	F	P	F	G	G	G	G
987	G	G	G	P	P	G	F	G	G	F
988	VP	P	P	VP	VP	P	VP	VP	VP	VP
989	VP	VP	VP	VP	VP	VP	VP	VP	VP	VP

GRADE 8A

1001	E	E	F	E	E	F	G	E	E	E
1002	E	F	G	G	E	E	E	G	F	E
1003	E	E	E	E	E	E	E	E	E	E
1004	E	E	E	E	E	E	E	E	E	E
1005	E	F	P	F	E	E	E	E	E	E
1006	E	F	F	F	F	E	F	E	F	F
1007	E	G	G	G	G	E	G	G	E	G
1008	E	E	F	G	G	E	G	E	E	G
1009	E	E	E	E	E	E	E	E	E	E
1009	E	E	E	E	E	E	E	E	E	E
1010	E	G	G	E	E	E	E	E	E	E
1011	E	E	G	E	E	E	E	E	G	E
1012	E	E	G	E	E	E	E	E	E	E
1013	E	G	F	G	E	E	E	E	E	E
1014	P	P	P	P	P	P	P	P	P	P
1015	P	P	P	P	P	P	P	P	P	P
1016	P	P	P	VP	P	F	P	P	P	P
1017	P	P	F	P	P	P	P	P	P	P
1018	P	P	P	P	F	P	P	P	P	P
1019	P	P	P	P	P	F	P	P	P	F
1020	P	G	P	P	P	P	P	P	P	P

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 8B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
1021	P	F	P	G	P	P	P	P	P	P
1022	P	P	F	P	P	P	P	P	P	P
1023	P	F	F	F	F	P	F	P	P	F
1024	P	F	F	F	P	F	P	P	P	F
1025	P	P	F	P	P	P	P	P	P	P
1026	P	F	F	P	P	P	P	P	P	P
1027	P	P	P	P	P	F	P	P	P	P
1028	P	F	P	P	P	P	P	P	P	P
1029	P	P	P	VP	P	P	VP	P	P	P
1030	P	F	P	P	P	P	P	P	P	P
1031	G	F	P	F	P	F	G	G	F	G
1032	G	G	F	F	G	G	G	G	G	F
1033	G	G	G	G	G	F	G	G	G	G
1034	G	G	G	F	G	G	G	G	G	G
1035	G	E	E	E	G	E	G	G	G	G
1036	G	G	F	G	G	G	G	G	G	G
1037	G	P	F	F	E	G	G	G	G	G
1038	G	G	F	F	F	G	G	G	F	G
1039	G	G	F	F	G	G	G	G	G	F
1040	G	G	F	P	P	G	G	G	G	G
1041	G	G	G	G	G	G	G	G	G	G
1042	G	F	F	G	G	G	G	G	G	G
1043	G	G	F	G	G	G	G	G	G	G
1044	G	G	G	G	G	F	G	G	G	G
1045	G	F	G	F	F	G	G	G	G	G
1046	G	G	F	F	F	F	G	G	G	G
1047	G	F	G	E	G	G	E	G	E	G
1048	F	F	F	F	E	G	F	F	F	F
1049	F	G	F	P	F	F	F	F	F	F
1050	F	G	F	G	F	F	F	F	F	F
1051	F	G	F	F	F	F	F	F	F	F
1052	F	F	P	F	F	P	F	F	F	F
1053	F	E	E	E	F	E	E	F	F	F
1054	F	E	G	G	G	F	F	F	F	F
1055	F	P	P	F	F	F	F	F	F	F
1056	F	P	P	P	P	P	F	P	P	P
1057	F	P	F	G	F	F	F	F	P	F
1058	F	F	F	F	F	P	F	G	F	F
1059	F	E	G	F	F	F	F	F	F	F
1060	F	F	F	F	F	P	F	F	F	F
1061	F	E	G	G	F	F	F	F	F	F
1062	F	G	F	F	F	G	F	G	F	F
1063	F	F	F	G	F	F	F	F	F	F
1064	F	F	G	G	G	F	F	F	F	F
1065	F	F	F	P	F	F	F	F	F	F
1066	F	P	G	F	F	F	F	F	G	F
1067	VP	P	P	P	P	P	P	VP	P	VP

TABLE VI (*Continued*)

SCORES FOR EACH PAPER

GRADE 4B

PAPER NO.	JUDGES 1	2	3	4	5	6	7	8	9	10
1068	VP	P	P	P	P	P	P	VP	P	VP
1069	VP	P	VP	VP	VP	VP	VP	VP	VP	VP
1070	VP	P	VP	VP	VP	VP	VP	VP	VP	VP
1071	VP	F	P	P	P	P	P	P	P	P
1072	VP	P	VP	VP	VP	VP	VP	VP	VP	VP
1073	VP	P	VP	VP	VP	VP	VP	VP	VP	VP
1074	VP	P	F	F	P	P	P	P	VP	VP
1075	VP	F	F	VP	F	F	F	F	F	F
1076	VP	F	P	VP	VP	VP	VP	VP	F	P
1077	VP	F	F	VP	VP	F	VP	P	P	P
1078	VP	P	F	VP	VP	VP	VP	VP	VP	VP
1079	VP	P	F	F	VP	P	VP	VP	VP	VP
1080	VP	G	F	F	G	G	VP	VP	VP	VP
1081	VP	F	P	P	P	P	P	P	P	VP
1082	VP	F	F	VP	VP	VP	VP	VP	VP	VP
1083	VP	P	G	VP	VP	VP	VP	VP	VP	VP
1084	VP	F	P	F	VP	VP	VP	VP	VP	VP
1085	VP	E	F	VP	VP	VP	VP	VP	VP	VP
1086	VP	F	F	F	F	F	F	P	VP	VP
1087	VP	P	F	F	P	VP	VP	VP	VP	VP
1088	VP	P	G	VP	VP	VP	VP	P	P	VP
1089	P	G	F	F	G	G	P	P	P	P
1090	P	P	F	P	P	P	P	P	P	P
1091	P	F	F	F	P	P	P	P	P	P
1092	F	F	G	F	F	F	F	F	F	F
1093	G	G	G	G	F	G	G	G	G	P
1094	G	G	F	F	F	G	G	F	G	G
1095	E	E	G	E	E	P	E	G	F	E
1096	E	E	E	E	E	E	G	E	E	E
1097	E	E	G	G	E	E	E	E	E	E
1098	E	E	G	G	G	G	G	E	E	G
1099	E	G	G	G	F	E	E	E	E	E
1100	E	F	P	F	F	F	F	E	F	G

TABLE VII
VARIABILITY OF SCORES IN MAY 1926 AND SEPTEMBER 1926
MAY 1926
GRADE 5A

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPER
8.0	2	8.5	1	7.0	4	5.8	1	4.5	1
7.0	5	7.5	1	6.8	1	5.0	5	4.0	1
7.2	1	7.0	4	6.5	1	4.0	1	2.0	4
6.5	1	6.5	1	6.0	3	3.0	7	1.8	1
6.0	9	6.2	1	5.5	1	2.4	1	1.6	1
5.8	1	6.1	1	5.0	3	2.3	1	1.5	1
5.5	2	6.0	3	4.5	2	2.2	2	1.1	2
5.3	2	5.7	1	4.2	1	2.0	17	1.0	23
5.0	11	5.5	1	4.0	11	1.9	1	.5	4
4.7	1	5.4	1	3.8	3	1.8	1	0.1	2
4.5	1	5.0	15	3.6	1	1.6	1	0.0	14
4.0	2	4.8	2	3.5	2	1.5	3		
3.8	1	4.5	3	3.1	1	1.4	1		
1.6	1	4.0	14	3.0	16	1.1	2		
		3.2	1	2.3	1	1.0	13		
		3.0	4	2.2	1	0.2	1		
		2.8	1	2.0	5	0.0	1		
		1.5	1	1.4	1				
				1.1	1				
Total	40	Total	56	Total	59	Total	59	Total	54

SEPTEMBER 1926
GRADE 5A

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPER
7.0	1	6.0	2	6.0	1	5.0	1	3.0	1
6.5	3	5.5	1	5.5	1	4.2	1	1.8	1
6.0	3	5.2	1	5.0	2	4.0	1	1.7	1
5.4	1	5.0	4	4.5	2	3.0	1	1.5	1
5.1	1	4.7	1	4.0	3	2.5	2	1.1	1
5.0	4	4.6	1	3.7	1	2.3	1	1.0	11
4.8	2	4.5	2	3.5	2	2.2	1	0.8	1
4.6	1	4.3	1	3.2	2	2.1	1	0.6	2
4.5	3	4.0	17	3.3	2	2.0	11	0.5	1
4.0	5	3.8	2	3.2	2	1.8	3	0.4	3
3 5	1	3.6	1	3.0	19	1.6	1	0.3	3
3.0	3	3.4	1	2.8	1	1.5	3	0.1	4
2.8	1	3.0	8	2.7	1	1.2	2	0.0	21
		2.5	1	2.5	1	1.0	18		
		2.0	2	2.0	6	0.8	1		
				1.8	2	0.6	1		
				1.4	2	0.2	1		
				1.0	1	0.1	0		
						0.0	2		
Total	29	Total	45	Total	51	Total	52	Total	51

TABLE VII (*Continued*)

MAY 1926

GRADE 5B

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPER
8.0	2	8.5	1	7.0	2	6.0	1	3.0	2
7.0	12	8.0	3	6.5	2	5.0	1	2.0	15
6.5	3	6.5	1	6.0	1	4.0	3	1.9	1
6.0	7	6.1	1	5.5	1	3.5	1	1.8	2
5.5	1	6.0	10	5.1	1	3.2	1	1.2	1
5.4	1	5.5	5	5.0	6	3.0	8	1.0	26
5.2	1	5.4	1	4.0	15	2.8	1	0.9	3
5.1	1	5.0	19	3.9	3	2.6	2	0.5	1
5.0	11	4.5	5	3.8	3	2.5	2	0.4	1
4.0	6	4.3	2	3.6	2	2.4	1	0.3	1
		4.2	2	3.5	4	2.3	2	0.1	1
		4.0	13	3.3	2	2.1	1	0.0	7
		3.8	3	3.0	20	2.0	27		
		3.5	1	2.9	2	1.8	1		
		3.0	1	2.8	1	1.6	1		
				2.6	1	1.5	2		
				2.5	2	1.3	1		
				2.1	1	1.1	1		
						1.0	9		
Total	45	Total	68	Total	69	Total	66	Total	61

SEPTEMBER 1926

GRADE 5B

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPER
8.0	1	7.5	1	5.8	1	4.0	1	2.1	1
7.0	4	7.0	1	5.4	1	3.5	1	2.0	5
6.4	2	6.0	6	5.0	4	3.0	5	1.8	1
6.0	5	5.7	1	4.4	1	2.7	1	1.5	1
5.8	1	5.0	11	4.0	9	2.6	1	1.0	19
5.5	1	4.5	1	3.5	3	2.5	1	0.6	1
5.0	11	4.3	1	3.4	1	2.3	1	0.5	2
4.9	1	4.0	18	3.1	1	2.0	16	0.4	1
4.5	2	3.8	1	3.0	22	1.5	1	0.3	1
4.1	1	3.5	1	2.5	1	1.3	1	0.0	12
4.0	4	3.3	1	2.0	4	1.1	1		
3.0	1	3.0	4	1.0	1	1.0	17		
2.1	1	1.3	1			0.5	1		
						0.0	1		
Total	35	Total	48	Total	49	Total	49	Total	44

TABLE VII (*Continued*)

MAY 1926

GRADE 6A

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS
8.5	1	8.5	1	7.5	1	6.1	1	6.0	1
8.2	1	8.1	1	7.2	1	5.0	3	3.4	1
8.1	2	8.0	6	7.0	3	4.0	6	3.0	2
8.0	4	7.8	1	6.5	1	3.9	1	2.5	1
7.8	1	7.3	1	6.0	8	3.7	1	2.0	24
7.5	1	7.0	6	5.5	1	3.5	4	1.7	1
7.0	10	6.5	1	5.4	1	3.2	1	1.6	1
6.8	2	6.2	1	5.1	1	3.0	20	1.5	3
6.7	1	6.1	1	5.0	8	2.8	2	1.3	1
6.5	4	6.0	14	4.8	1	2.7	2	1.2	1
6.3	1	5.5	4	4.6	1	2.5	2	1.1	1
6.0	13	5.0	14	4.5	1	2.4	1	1.0	17
5.9	2	4.9	1	4.3	1	2.3	1	0.5	1
5.5	1	4.6	1	4.2	3	2.1	1	0.4	1
5.2	1	4.5	2	4.0	16	2.0	19	0.2	1
5.0	6	4.2	1	3.8	2	1.8	2	0.0	6
4.1	1	4.0	12	3.7	1	1.5	1		
4.0	4	3.5	2	3.5	3	1.0	2		
		3.0	1	3.4	1	0.0	1		
				3.2	3				
				3.0	9				
				2.0	1				
				1.7	1				
				0.0	1				
Total	56	Total	71	Total	70	Total	71	Total	63

SEPTEMBER 1926

GRADE 6A

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPER
8.0	1	8.0	3	7.0	3	6.0	1	3.2	1
7.5	1	7.5	1	6.0	1	5.0	1	3.0	4
7.0	1	7.0	1	5.6	1	4.0	2	2.5	2
6.1	1	6.5	1	5.5	1	3.5	1	2.0	11
6.0	11	6.0	5	5.0	2	3.0	13	1.9	1
5.5	1	5.5	3	4.7	1	2.6	1	1.8	1
5.3	1	5.4	1	4.6	1	2.5	1	1.5	1
5.0	8	5.2	1	4.5	1	2.3	1	1.4	1
4.6	1	5.1	1	4.3	1	2.2	2	1.3	1
4.0	1	5.0	1	4.2	2	2.0	17	1.0	20
3.0	1	4.8	1	4.0	15	1.8	2	0.5	1
		4.5	2	3.9	1	1.0	6	0.1	1
		4.3	1	3.8	1	0.5	1	0.0	5
		4.2	1	3.5	2	0.0	2		
		4.0	10	3.2	1				
		3.0	1	3.0	11				
		2.2	1	2.8	1				
		2.0	1	2.3	1				
				2.0	1				
				1.5	1				
				1.2	1				
Total	28	Total	36	Total	50	Total	51	Total	50

TABLE VII (*Continued*)
MAY 1926
GRADE 6B

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS
9.0	3	8.0	6	7.5	1	6.0	2	4.0	3
8.5	1	7.6	1	7.0	5	5.0	1	3.5	1
8.2	1	7.1	1	6.5	1	4.5	1	3.0	5
8.1	1	7.0	9	6.0	5	4.0	6	2.7	1
8.0	9	6.8	1	5.5	3	3.8	1	2.5	2
7.5	1	6.5	1	5.4	1	3.6	1	2.2	1
7.2	1	6.4	1	5.0	9	3.5	2	2.0	14
7.0	15	6.3	1	4.7	1	3.2	2	1.7	1
6.0	13	6.0	18	4.5	5	3.1	2	1.6	3
5.5	2	5.8	1	4.1	1	3.0	20	1.5	3
5.0	5	5.5	2	4.0	22	2.8	1	1.4	1
		5.3	1	3.6	1	2.6	1	1.0	12
		5.2	2	3.5	2	2.5	2	0.8	1
		5.0	10	3.4	1	2.1	1	0.5	1
		4.5	1	3.3	1	2.0	13	0.0	5
		4.3	1	3.2	1	1.7	1		
		4.2	1	3.0	6	1.0	4		
		4.0	6						
Total	52	Total	64	Total	66	Total	61	Total	54

SEPTEMBER 1926
GRADE 6B

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPER
8.0	1	8.0	1	7.0	3	6.0	2	5.6	1
7.6	1	7.9	1	6.5	3	4.0	3	3.0	1
7.0	7	7.0	1	6.0	1	3.1	1	2.3	1
6.8	1	6.7	1	5.5	1	3.0	13	2.0	16
6.5	1	6.5	2	5.1	1	2.9	1	1.8	2
6.0	6	6.2	1	5.0	5	2.5	3	1.5	1
5.8	1	6.0	13	4.8	1	2.3	1	1.2	1
5.5	1	5.7	1	4.5	1	2.1	1	1.1	2
5.3	2	5.1	1	4.2	1	2.0	14	1.0	11
5.0	2	5.0	9	4.0	11	1.9	1	0.8	1
4.5	1	4.8	2	3.9	1	1.8	1	0.3	1
4.0	2	4.5	2	3.8	3	1.0	1	0.2	1
3.0	1	4.4	2	3.5	3			0.0	3
		4.0	6	3.4	2				
		3.0	3	3.0	5				
				2.5	1				
				2.0	3				
Total	27	Total	46	Total	46	Total	42	Total	42

TABLE VII (*Continued*)

MAY 1926

GRADE 7A

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS
8.4	1	8.0	4	7.4	1	7.0	1	6.0	1
8.3	2	7.6	1	7.0	1	6.0	1	4.0	1
8.0	1	7.5	1	6.0	6	5.0	3	3.5	1
7.5	1	7.2	1	5.6	1	4.5	1	3.4	1
7.3	1	7.0	5	5.5	2	4.0	3	3.0	4
7.0	5	6.8	1	5.0	3	3.8	1	2.0	6
6.0	1	6.5	3	4.6	1	3.5	2	1.5	1
5.2	1	6.0	4	4.4	1	3.3	1	1.0	3
5.0	1	5.0	2	4.0	4	3.2	1	0.8	1
		4.9	1			3.0	5	0.5	1
		4.5	1						
Total	14	Total	24	Total	20	Total	19	Total	20

SEPTEMBER 1926

GRADE 7A

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPER
8.0	2	8.0	1	7.2	1	6.1	1	5.5	1
7.2	1	7.8	1	7.0	1	5.0	1	4.0	1
7.0	1	7.0	3	6.5	1	4.0	3	3.0	2
6.4	1	6.0	4	6.0	3	3.0	10	2.0	13
6.0	8	5.5	1	5.0	4	2.6	2	1.9	1
5.5	2	5.0	9	4.0	10	2.0	5	1.5	1
4.5	1	4.6	1	3.0	5	1.0	1	1.0	4
		4.5	1	2.5	2	0.0	1		
		4.0	5	2.0	1				
Total	16	Total	26	Total	28	Total	24	Total	23

TABLE VII (*Continued*)

MAY 1926

GRADE 7B

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS
9.2	1	8.2	1	7.3	1	6.2	1	6.0	1
8.5	2	8.0	2	7.0	4	6.0	2	4.0	3
8.0	7	7.5	1	6.0	3	5.5	1	3.4	1
7.8	1	7.0	5	5.8	1	5.0	1	3.0	5
7.0	4	6.5	2	5.5	1	4.0	6	2.5	1
6.0	1	6.3	1	5.4	2	3.5	2	2.0	6
5.0	11	6.2	1	5.0	6	3.2	1	1.6	1
		6.0	5	4.8	1	3.0	6	1.5	1
		5.0	3	4.0	4	2.6	1	1.0	2
		4.5	1			2.5	1		
						2.0	1		
Total	27	Total	22	Total	23	Total	23	Total	21

SEPTEMBER 1926

GRADE 7B

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPER
9.0	1	8.0	4	7.5	1	7.0	1	6.0	1
8.2	1	7.0	2	7.0	4	6.0	4	5.0	3
8.0	1	6.3	1	6.0	5	4.0	5	4.0	1
7.0	4	6.0	6	5.9	1	3.5	1	3.0	5
6.8	1	5.3	1	5.2	1	3.0	8	2.5	1
6.1	1	5.0	4	5.0	7	2.4	1	2.0	6
6.0	3	4.5	2	4.0	5	2.0	1	1.2	1
5.5	1			3.5	2	1.0	1	1.0	3
								0.0	1
Total	13	Total	20	Total	26	Total	22	Total	22

TABLE VII (*Continued*)

MAY 1926

GRADE 8A

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS
8.5	1	8.0	4	7.5	1	7.0	1	6.1	1
8.2	1	7.7	1	7.0	1	6.0	1	4.0	4
8.0	6	7.6	1	6.5	1	5.5	1	3.0	2
7.5	1	7.5	2	6.0	6	5.0	4	2.5	1
7.0	2	7.2	1	5.3	1	4.0	2	2.2	1
6.5	2	7.0	5	5.0	3	3.5	2	2.0	5
6.0	1	6.0	5	4.5	2	3.0	4	1.7	1
		5.0	3	4.0	4	2.4	1	1.0	3
						2.0	3		
Total	14	Total	22	Total	19	Total	19	Total	18

SEPTEMBER 1926

GRADE 8A

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS
9.0	1	8.0	6	7.0	6	6.0	5	5.0	1
8.0	4	7.5	2	6.3	1	5.2	1	4.5	1
7.8	1	7.2	1	6.0	5	5.0	2	4.2	1
7.5	1	7.0	2	5.8	1	4.0	5	4.0	2
7.3	1	6.8	1	5.5	2	3.6	1	3.0	4
7.0	5	6.5	1	5.0	6	3.0	12	2.5	1
6.0	3	6.0	6	4.0	4	2.0	3	2.0	8
5.0	2	5.0	4	3.0	2			1.0	6
		4.0	4					0.0	1
Total	18	Total	27	Total	27	Total	29	Total	25

TABLE VII (*Continued*)

MAY 1926

GRADE 8B

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS
9.3	1	8.2	1	8.1	1	6.2	1	6.0	1
8.5	3	8.0	8	7.5	1	6.0	3	5.0	3
8.0	7	7.7	1	7.0	7	5.0	6	4.0	7
7.6	1	7.0	5	6.3	1	4.8	1	3.5	1
7.5	2	6.8	1	6.0	4	4.5	2	3.0	4
7.0	1	6.7	2	5.9	1	4.0	2	2.0	3
		6.5	1	5.5	1	3.0	4	1.0	1
		6.0	3	5.3	1	2.3	1		
				5.0	2				
				4.5	1				
				4.0	1				
Total	15	Total	22	Total	21	Total	20	Total	20

SEPTEMBER 1926

GRADE 8B

EXCELLENT		GOOD		FAIR		POOR		VERY POOR	
SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS	SCORE	NO. OF PAPERS
9.0	1	8.1	1	8.0	1	6.5	1	5.0	1
8.5	2	8.0	5	7.5	1	6.0	4	4.0	1
8.0	5	7.0	3	7.0	6	5.0	3	3.0	6
7.0	5	6.3	1	6.0	1	4.0	3	2.0	9
6.0	2	6.0	7	5.7	1	3.3	1	1.0	3
		5.5	1	5.0	6	3.0	11		
		5.0	3	4.5	1	2.0	2		
				4.0	7				
Total	15	Total	21	Total	24	Total	25	Total	20

APPENDIX C

Rejected Compositions

(To be used for practice in diagnosis. These compositions have been scored by teacher-judgment and checked with the Hudelson Composition Scale.)

3B GRADE

Excellent 3B Grade
Hudelson Score 2.6 Paper No. 4

Why I Brush My Teeth.

I brush my teeth because a clean tooth never decays. I know a clean tooth is a healthy tooth. Clean teeth are always pretty.

Positive **Negative**

Excellent 3B Grade
Hudelson Score 2.6 Paper No. 5

If I were in a circus I would like to be an elephant trainer I would teach my elephant to jump rope. Then, I would teach my elephant to stand on his hindlegs. My elephant would be brown.

Positive **Negative**

Good 3B Grade
Hudelson Score 2.4 Paper No. 28

Sour Grapes.

Once a hungry fox sat undea a grape tree. He wanted some grapes. He jumped and jumped but he could not reach it. He went away saying: They are sour grapes.
Anyway I do not like sour grapes.

Positive **Negative**

Good 3B Grade
Hudelson Score 2.3 Paper No. 32

When I was Sick.

Last week I was sick in bed. my mother called the doctor. The doctor gave me medicine that tasted like candy. Than the doctor said I could't get of bed. I played games with my sister.

Positive **Negative**

Fair 3B Grade
Hudelson Score 1.9 Paper No. 55

My Favorite Toy

Once my mother broad me a doll. When she went up towen. It look like a baby with adark face. It has some stokns on his feet but not shoses on his feet. I like to take it out with me on the street.

Positive **Negative**

Fair 3B Grade
Hudelson Score 1.9 Paper No. 56

The fox and the Grapes

One summer day a fox was walking he saw a bunch of grapes. He taght He would have some for himself. He tried and tried but could not reach them he went away saying that the grapes were sour

Positive **Negative**

Poor 3B Grade
Hudelson Score 1.3 Paper No. 69

How Bubbles Save Har Milk

One day Bubbles was
Dranking har milk.
To dog came buy.
They barked at har.
Bubbles save har milk.

Positive **Negative**

Poor 3B Grade
Hudelson Score 1.1 Paper No. 76

The Fox and the Grapes

Once a hungry fox was wakl by a Grape vine he long after it buy he cond get it. So walk a long in said to hinslef thoes Grapes are sour. That what wen people. want something if cant get it knou cout at all

Positive **Negative**

Very Poor 3B Grade
Hudelson Score 0.5 Paper No. 91

My Favorite Toy

I had a spasouag i like to tiks my spasouiag my brother and my brother took a ride in my sposowag i had ice ride.

Positive **Negative**

Very Poor 3B GRADE
Hudelson Score 0.6 Paper No. 95

The New Skates

If I sould get a new pair of skates.
The first thing I would do is to learn how to skates
Than the first

Positive **Negative**

4A GRADE

Excellent 4A GRADE
Hudelson Score 3.0 Paper No. 105

The Fox and the Grapes

Once a hungry fox was walking down the road. He saw a grape vine as he passed. Those grapes look good he said to himself. I will get some of them. He got away far back and jumped but he could catch them. After trying many many times he went away with his nose up in the air saying those grapes are sour any way

Positive **Negative**

Excellent 4A GRADE
Hudelson Score 3.2 Paper No. 116

Mary's Pets

One summer day Mary was walking along the road. She heard a noise in the bushes. She looked all around. Then she looked in the bushes and saw two hungry kittens. She took them home and gave them some milk. When they were done they both ran into the barn. They both tumbled into the hay, and went fast asleep.

Positive **Negative**

Excellent 4A GRADE
Hudelson Score 3.9 Paper No. 117

The Two Orphans

Once Mary was walking down a road. Suddenly she saw two kittens hid in the bushes. The two kittens were very hungry and tired. Their father and mother died. She brought the two kittens in the barn yard, and when Mary was done her dinner she came in the barn yard with a cup of milk. She made them both drink all the milk. She found out that Blackie was selfish, so she gave Whitie her milk while she held Blackie in her arms. When Whitie was done they both went to the barn yard and curled in the hay and were fast asleep.

Positive **Negative**

Good 4A Grade
Hudelson Score 2.3 Paper No. 128

My Favorite Season

My favorite season is winter. I like winter because it snows. You can have a snow ball fight. We can make a snow man. Don't you like winter best of all.

Positive **Negative**

Good 4A Grade
Hudelson Score 2.2 Paper No. 132

Marion and her dog

Marion was a a little girl. One day she was down playing in the sand. The waves came up and almost drown her. She called for help. and her dog heard her. and came and saved her.

Positive **Negative**

Fair 4A Grade
Hudelson Score 2.0 Paper No. 151

the Girl and the dog.

1. Once upon a time there was a little girls name Marion.
2. She had a shepherd dog name shep. So one day she went
3 down to the beach.
4. she took her bucket and shovel.
5. She was nearly drown
   But her Dog got her in time.

Positive **Negative**

Fair 4A Grade
Hudelson Score 2.0 Paper No. 157

The Ants and the grasshoppers

Once their live some ants and grasshoppers. They live in a barg In summer the ants work hard for food. But the grasshoppers played. Winer came and the grasshoppers were hungry. And they went to the ants house bag for food. But the ants said if we give you our food we will not have any for ourselves. We work hard in summer. And you played. And the ants said we do not leon and we do not baray.

Positive **Negative**

Poor 4A Grade
Hudelson Score 1.3 Paper No. 161

My Pet

O day my father went out. and went he came home. He have a little dog. It paly with me. I went out it came with me. The I put hin in the house a few week, he die

Positive **Negative**

Poor 4A GRADE
Hudelson Score 1.4 Paper No. 173

The Two Orphane

Once upon a time there was two kettes. They had no mother or father. They where did in the bushes They tride to get out. Mary was going down the rode. She herd a nois in the bushes. She luck aroun there she saw to kettes. She tuck them home. She tuck a saucer and put milk in it She let white drink milk. Wile she hold blacky in her arms.

Positive **Negative**

Very Poor 4A GRADE
Hudelson Score 1.5 Paper No. 179

When I was Homesick

When I was Homesick. I went down to the seashore. That did not Please me. So I went home I went to bed Then my mother came home. I waid I was home. Then we went home.

Positive **Negative**

Very Poor 4A GRADE
Hudelson Score 0.9 Paper No. 190

Spoiled Fun

My siscer and i were in the yard one day. i was playing in yord readny siscer and I were ridding on a horse my siccer fell of, ny siscer told my mother that I throw her of, and i got a batten of ny father, and I had to go to bed the next day. I was swinning in the lake I hard a nose I thot it was a snake. is was only my siscer I chase my sisar away she storp to run and I got a betten and that how my Fun was Spoiled?

Positive **Negative**

4B GRADE

Excellent 4B GRADE
Hudelson Score 3.1 Paper No. 207

My Lucky Day

Yesterday I had a lucky day. I went to a carnival on Ritner Street. They sold chances for one dollar. Three times I took a chance but I never won. The fourth time I tried again I got the right number. A prize was given to me. It was a basket full of groceries. That was the first lucky day I ever had in all my life.

Positive **Negative**

Excellent 4B Grade
Hudelson Score 3.1 Paper No. 215

Your Turn Next

Early one morning Mary went out in the woods to pick some flowers. All at once she heard a meow. Turning around she saw two hungry kittens. Quickly she ran home and got a saucer and bowle of milk. She ran to the spot where she left the kittens. She put some milk in the saucer and held one kitten in her lap while the other drank. She said to the kitten in her lap, "Your turn next." And from that time on the kittens never left Mary.

Positive **Negative**

Good 4B Grade
Hudelson Score 2.6 Paper No. 227

The Golden Eggs

A man once owned a queer goose, Every day she laid an egg of gold, The man thought she was full of gold. He wanted it all at once, So he killed the goose, Do you think he found any gold? He did not find one bit, So he was sorry for being greedy

Positive **Negative**

Good 4B Grade
Hudelson Score 2.4 Paper No. 230

The Ants and the Grasshoppers.

Once in a large field the ants were attending to there work. The grasshoppers danced about and gave themselves pleasure. When winter came, the grasshoppers were dying of hunger. They went to the ants and coax them for food the ants said we need our food for ourselveves. We ants never lend we never boarow.

Positive **Negative**

Fair 4B Grade
Hudelson Score 1.8 Paper No. 240

My pet

I have a dog. His name is Beauty. He always follows me around. In the morning he always follows my Mother around the store. He always follows me around. He is a good dog. I always like him He was my pet.

Positive **Negative**

Fair 4B GRADE
Hudelson Score 1.8 Paper No. 248

Jack and His puppy

One day Jack was reading a paper when he saw a part that said "be kind to animals."
Then he remembered his puppy spot so he jumped out of his chair and lifted spot on the table.
He gave him some milk. Jack was a bright boy had rosy cheeks and yellow hair.

Positive **Negative**

Poor 4B GRADE
Hudelson Score 1.9 Paper No. 259

My Pet

When I come home from school I play with her. I take her out and all the boys play with her. Then I bring her in the house and play with her.
We call her Nelly.

Positive **Negative**

Poor 4B GRADE
Hudelson Score 2.2 Paper No. 265

The Golden Eggs

A man once owned a queer goose. it laid a golden egg every day. The man though she was full of gold. He wanted it all at once So he killed the goose. Do you think he fown any gold? He did not fine a bit. He Wich he had not ben so gready

Positive **Negative**

Poor 4B GRADE
Hudelson Score 1.6 Paper No. 271

The Little Dutch Girl

Early one morning there was a little dutch girl who lived in holland. She was walking in a field and hard a little noise. Looking she saw two little kittens. she told her mother if she could have then Her mother give her some malk and told her to give then too piece of cake eche she give it too then they when to sleep.

Positive **Negative**

Very Poor 4B GRADE
Hudelson Score 1.1 Paper No. 278

My Pet

I had a dog he follow me to the stor he want to be carry a car runover him so that was that

Positive **Negative**

5A GRADE

Excellent 5A GRADE
Hudelson Score 4.8 Paper No. 306

The Pet of the Camp

Billy was a strange pet for a camp of soldiers. When I first saw him he was eating his breakfast out of a trough made from a sardine can. This little animal was about a month old and only seven inches tall. He was very fat and chubby. On his shoulders were reddish bristles that reminded me of a horse's mane. His grunt sounded like a base note of some instrument. Billy slept in a soap box that had a swining door. Then he could go in and out as he pleased. When the captain of the camp went around to the tents he tapped on Billy's box and said, "Well, Billy have you had your rations?" Billy would let out a grunt and the captain went away. At midnight the captain went around the camp to see if everything was well. Again he tapped on Billy's box and immediately a grunt responded. Then the captain turned to another officer and said, "I wish I were in my bunk as snug and tight as Billy is in his."

Positive **Negative**

5A GRADE

Excellent 5A GRADE
Hudelson Score 4.6 Paper No. 314

What I Do in My Spare Time

In my spare time I like to sit by the window and watch the people passing by. I like to look at them because when I see them I think of the great population which there must be in the whole United States. Then I either play house with my friend, or take a book and read a few Fairy Tales that are interesting. Sometimes I also play with my doll Emily, that has queer eyes and an odd looking mouth too. She is altogether a comical little doll. When I've played for quite awhile, my mother calls me in to study. Although it seems quite difficult to have to study in the midst of a wonderful game, yet it is my duty to obey mother. After a two hour's study, I run off to my play again. My friend Rose and I go to call other children. How happy we all are! It seems like Fairy Land. After dinner I practice my violin again. Then I play with my police dog until the stroke of eight, which tells me that playtime is ended.

Positive **Negative**

Good 5A GRADE
Hudelson Score 3.1 Paper No. 393

A trip to the Country

My sister and I went to the country and had a fine time.

We went in the train to Sellerville and to her house in a buggy. The seats in the train go backwards and frontwards and my sister and I felt sick but we ate some cakes and we felt better. When we got there I met two children my size and one a little bigger their names are Elsie, Helen and Tilly. We went when in the summer while the butterflies were flying around and roses were blooming.

While we were there helen said "Lets go and play in the hay stack" so we all went to the hay stack and had lots of fun.

Then we went to see the cow daisy they wanted me to get on his back but I said "no" And we had lots of fun when when we were down there. Then we were called to lunch. On the way home I told my sister that I did not want to go home but I had to. When I got home I was glad because I saw my mother again.

Positive **Negative**

Good 5A GRADE
Hudelson Score 4.1 Paper No. 323

The Pet of the Camp

Billy was the pet of the camp. The last time I saw him he was eatting out of a sardine can. Although just a month old he was seven inches high, and had long reddish hair that fell over his shoulders so that it looked like a mane. Billy had a soap box for a house, and a swinging door to keep out the cold air. Every morning the Officer would come and say; "Billy" have you had your rations yet? And Billy wood say "wee" which was Good French meaning yes. Every night the Officer would come and tap on Billy's house, and Billy would growl in a low voice as if to say all's well. Then the Officer would say Billy's safe in his quarter I wish I were too.

Positive **Negative**

Good 5A GRADE
Hudelson Score 3.1 Paper No. 327

My Family

Many People have large familys but we have a small one. I have a father a mother and a brother.

My father is tall and thin he has dark brown hair. he keeps a candy and cigar store.

My Mother is short and stout she keeps the house cleen and tidy.

I am ten years old I am tall and thin I help my mother with her work.

My brother is seven years old he is in the second Grade his name is Philip. Philip alwys likes to play with my father

Positive **Negative**

Fair 5A Grade
Hudelson Score 3.5 Paper No. 341

The Pet of the Camp

One summer day I went to visit a camp. The first time I saw Billy he was eating his breakfast. He was so chubby and fat that he could not move. He was about a month old and seven inches tall. Billy lived in a soap box. Every time the Captain would knock at the box he said to Billy, "Billy did you have your breakfast." Billy seemed to know what it ment so he would grunt as though he ment yes. The captain would go away. At midnight the captain would go to the soap box and knock again. He saw Billy snug in his quater. He would walk away and when he met another officer he would say, my if I was snug in my quater as Billy is in his. Billy had bristles that went up to his sholders. They made

Positive **Negative**

Fair 5A Grade
Hudelson Score 2.2 Paper No. 353

Honest Paul

One Autumn day Paul Carter found a purse. When he open it he found a check. Paul did not know what to do. Paul said will I keep it or give it back Then he said I will look in the paper to see if I can find the oner. Paul soon found the owner. When Paul took it to the lady said thank you here a dollar. Paul said you may need it more than I do but I am glade I foun you. Paul was so glad that he took it to the owner. That why he become honest.

Positive **Negative**

Poor 5A Grade
Hudelson Score 1.4 Paper No. 356

The way I earn money I work for my mother. I scub, make up the bed, sweep, and iron. And go to the store. Then she give me $.50 cents That the way I earn my money.

Positive **Negative**

Poor 5A Grade
Hudelson Score 1.5 Paper No. 366

My Pet

One morning my Pet woke me up of the bed. and he start licking me and one morning I heard my pet barking and I was late for school and heard him and

got dressed up quickley I was just in time for school his mame is prince. his colar is black and white. and his a pettery dog. one night a man climbing over our fence our dog knocked him of the fence. and I allways play foot boal with us and he gets the boal he runs to the baste.

My Pet

One morning my Pet woke me up out of bed. and he start licking my face and one morning I heard my barking and I was late for school and I heard him and I got dressed up so quickly. I was just in time for school. and it name prince. one night I saw a man climging up our fence and our dog made him fall of the fence and he ran away. one time I played foat boal with him and he got the boal and touch baste.

Positive **Negative**

Very Poor 5A GRADE
Hudelson Scale 1.1 Paper No. 373

How to Earn Pocket Money

The wake i make my Pocket money i deve papy Earn day except Sunday. On Sarday i collect the money Sone times i collect $2.5 cents and i gave it to my mother My mother gavers me sonetime she gaves me 10 cent in the wait days what i get is msul.

Positive **Negative**

Very Poor 5A GRADE
Hudelson Score 1.0 Paper No. 377

The Pet of the Camp

Billy the pet of the camp. he was about seven inchies high and was brown with redies eyes. The first time I saw

Positive **Negative**

Very Poor 5A GRADE
Hudelson Score 0.8 Paper No. 383

My Pet

I piet my pet in the siebly evey night when morning come I feet my Pet then I go to my grard mother and my Pat follws me

Positive **Negative**

5B GRADE

Excellent 5B GRADE
Hudelson Score 3.8 Paper No. 403

A Ghostly Night

The night was very stormy. My mother, left me alone down stairs doing my lessons. The wind was houling fiercely. It seemed to be saying, "To-night

when you go to bed, I am going to get you." The next moment, I heard a barrel fall in the cellar. I cried our, "Mother! Mother! There are ghost in the house. I ran up and jumped in bed. Never again will I stay downstairs alone.

Positive **Negative**

Excellent 5B Grade
Hudelson Score 4.1 Paper No. 404

The Butterfly that Stamped

Once upon a time there was a king whose name was Solomon. King Solomon was a very wise man who had married 1000 wives. He had 999 quarrlesome ones and one lovely one, Queen Balkis. King Solomon used to walk in his gardens so he could not hear his wives quarreling. Sometimes he used to sit among the camphor trees.

As he was sitting among the camphor trees one day, He heard two butterflies quarreling He heard the husband butterfly say, "If I stamp my foot all of Solomon's castle would disappear." Kind Solomon who had been listening all the time called the husband butterfly to him and said, What did you tell your wife that fib for?" The butterfly replied "You know how wives are." "Yes, I know little brother," said Solomon. Balkis who had been hiding behind the flowers called to the other butterfly and said, "Do you belive your husband?" The butterfly answered "No, I just let on to him he will forget all about it to-morrow." Then Balkis said, "The next time you tell your husband to do it" in five minutes they were quarreling worse than ever. The butterfly said, "Remember what I can do." Then the wife said, "Stamp, stamp, do it, do it, I dare you, I dare you," King Solomon called the butterfly to him and said, "I will give you power enough to do so." Then he turned a ring on his finger and four big genis came out of the earth. King Solomon said, "When this gentlemen stampes his four feet take my castle up in a thunder storm. When he stamps his back feet bring it back. So the butterfly stamped and the castle went up in a thunder storm. Then the butterfly's wife said that she would be good if he would only bring back Solomon's Castle. The butterfly stamped and brought the castle back. King Solomon's wives all came out howling and shrieking. Balkis went to meet them and asked them what was the matter. They told her. She told them on account of a little butterfly. King Soloms had turned his ring. They did not believe her and thought he must be dead. Then Bakis told them to follow her to the camphor tree. There sat King Solomon with a butterfly on each hand telling the butterfly always, to obey her husband. The 999 wives fell flat on their face then they got up and put their veils over their faces, their hands over their mouths, and tip-toed back to the castle. From that time on Solomon lived in peace.

Positive **Negative**

Excellent 5B GRADE
Hudelson Score 4.0 Paper No. 418

After School

When I am dismissed from school, the first thing I do is play ball outside in the fresh air to get a little recreation. It is very good to exercise after hours of study, thus, giving me will-power to continue my other work. I then think of my lessons, and try to do it perfect. After having completed my lessons, I go outside again in the fresh air, jump rope, run, and do all sorts of movements. By doing all this, I have a very good appetite for supper time I feel much better and ful of energy the following day when I return to school.

Positive **Negative**

Good 5B GRADE
Hudelson Score 4.5 Paper No. 424

The Butterfly that Stamped

Once upon a time there was a king, his name was "Solomon." He was a very wise king, he had a magic ring. He had a thousand wives. you know people always married many wives and since he was king he had more wives than other men. He had nine hundred, nintey nine quarrelsome wives and one lovely one Queen Balkea. One day when the quarrelsome wives had quarreled three weeks King Solomon went to his favorite spot in his garden. He heard two futterflys quarreling. The man butterfly said if I stamp my foot King Solomons palace will go away. King Solomon heard the butterfly say this and he called him to him. He asked him, "Why did you tell your wife that if you stamped your foot my garden and all I had would dissapear?" I told her because she is always quarreling with me and I had to tell her something to make her keep quiet. King Solomon sent the butterfly to his wife. The wife asked what did King Solomon say? He said for me not to stamp and I said I would not. The Queen Balkis heard this and told the butterfly to come her. The butterfly went to her. She asked her did she beleive what she said. "No" she said. Queen Balkis said that the butterfly told him again for him to do it. He flew to King Solomon and told what he said. You know I cannot do it. King Solomon turned the ring on his finger and for genees came when this little lad stampes his foot and the palace was gone. The wife was flying around in the dark. She said I won't do it again. Then the butterfly stamped his foot again and the palace stood where it was before. The nine hundred nintey nine wives came running out of the palace. Balkis came to meet them and asked what was the matter? Matter enough! said they we were in the palace and all of a sudden the palace was gone & we were in the dark. The butterfly made it disappear because Solomon helped him. Then they said, "Solomon is dead." Then Balkis took them to the campher where Solomon was. They returned to the palace and kept peace for the rest of their lives

Positive **Negative**

Good 5B GRADE
Hudelson Score 3.8 Paper No. 432

The Best Party of All

One afternoon, the door bell rang. I ran to the door and open it. Where I recived a letter. Which my girl friend had invited me to her birthday party. I was so delighted I junped for joy. The party was at 2119 Lombard St. The party was my girl friend's. It was in August when she had it. The party was given to her as to celebrate her birthday. The girl's name was Mary Croxton.

What a hard time I had Trying to find what I wanted to wear! I wore a silk yellow dress with a black ribbon tie, black patten leather slippers, white sox, white ribbon band on my hair, beads on my neck, bracelet on my arm. Then I went to the mirrow and saw how good I looked. I was afraid that I would not look good when I got there. I took the trolley car.

The little girl was so delighted when she saw me coming, she came and met me. I gave her the present when I got there. Which it was a lively one. She jumped for joy.

The table was just beautiful, decorated with yellow candles, pink and yellow flowers. A little basket at each plate.

We had such lovely things to eat, ice cream, cakes, candy, nuts and lemonade. They were just delicious.

The Best party of all. While we were eating nuts, we ask each other riddles. When we had finished eating music was played for we to dance by. After this the children began to leave the party. But I hate to leave it because it was the best pary of all I have ever been to.

Positive **Negative**

Good 5B GRADE
Hudelson Score 3.4 Paper No. 43

My Pet

One clear day in June. We went on a hike. On the road I saw a rabbit with a lame foot. When I picked him up and carried him to the camp I banaged his foot and laid him in a basket. A few days later his foot was better. The girls loved the rabbit very much. He played with us every day. I loved the rabbit so much I could not think of leaving him at the camp when I went home. When the day came for us to go home. I took the rabbit with me. He lived with me everafter and loved me very much for my kindness to him. May this be a lesson to boys & girls. To love a help dumb animals.

Positive **Negative**

Fair 5B GRADE
Hudelson Score 2.7 Paper No. 449

Valentime

Long ago there was a periest whose name was Valentime. This man was noted for all around the whold that he would go and visited the sick people or the sorrowing people. Or some poor people who would go over to him for clothes he would be kind to them.

Then when Valentime was coming he would send letters to his friends. For his freinds could not wate until the letters would go to them.

After a well he though that he was getting too old for he did not think to send any more letters even the childrens when they were sick they would. "I think Father Valentime is going to send me a nice letter"

For some time no more letters were recived. Then all over the whold was none that Valentime was deid. From then on the peoples celebrated his birthday and they called him St. Valentime this happen many many years ago.

And from this day we celebrated his birthday at February the 14.

Positive **Negative**

Fair 5B GRADE
Hudelson Score 2.6 Paper No. 459

How I Spend My Time

When I get out of school, I go to my boy friend's house. We get an air rifle, I put up a can we get a shot a piece. Who ever hits it down gets two extra shots. We play that game because we want to see who has the best aim.

Positive **Negative**

Poor 5B GRADE
Hudelson Score 2.2 Paper No. 460

My Pet and I

One day my pet and I were playing. He jumped on me and began to play. So I jumped up and ran so he came running after me We went round and round after each other So we stopped running and Sat on the steps. My pet wanted to play again So we went running again and he ran. So we played all day.

Positive **Negative**

Poor 5B GRADE
Hudelson Score 1.9 Paper No. 474

Signs of the coming of Spring

People in the Spring like to go from pleace to pleace. In the winter they cant go any pleace because it is so cold in the spring they can go to the seashore an outher pleaces like that We know that spring is coming because the sun is geting warming every day and the birds are coming back the birds like spring and the grest is geting green and I louve spring and in the spring we can go out for a walk and We can set on doorsteps and play lots of games and in the winter we cant go out and play because is it so cold and we know that spring is comeing because the grow hoge gets up from his slepp

Positive **Negative**

Poor 5B GRADE
Hudelson Score 1.6 Paper No. 479

My Favorite Game Is Red hot . Cold . Butter Beans.

Red hot cold butter beans is a worm game to play. Now I will tell yow. One of the boy hid the stick. When the stick is hid. The boy called out. Red hot cold butter beans. Every boy runs around the street. The one who find the stick. Will run after the anothers boys. When near some boy he hits the boy. That way all the boys likes to play. Red hot cold butter beans.

Positive **Negative**

Very Poor 5B GRADE
Hudelson Score 1.0 Paper No. 497

Frist night alone

Whoooooo went the wind it blow down the sign I was strigh then I hear a fall I a fall I said well I see who it is thell get me one way or the other if I stay hear thell come here and get ne so I when and when I got to the the celler door and tround on the light in came the cat and I look down the celler. but all I could was a pile of wood the cat know down

Positive **Negat ve**

Very Poor 5B GRADE
Hudelson Score 1.3 Paper No. 499

A Party

There was a Girl who nane was anna. She was nine in March 4. So her nother hade a party for her. She went to hade it on Friday. And when the day cane. She was sick in bed and They did not have it. She Die and her nother took it hard. Her boy was born on narch 22, 1915 And she hade a party for hin we hare a very good tine and we play ganes, and we mach all

up and down and we went in the other room and we eat long we was eating she sade: If my anna hade be hear we cough have a been time: And she cary the dishes out to the oth room. And we sade, we hade a nich time:

Positive **Negative**

6A GRADE

Excellent
Hudelson Score 4.3

6A Grade
Paper No. 513

My Favorite Season

The reason why I chose summer is because of its sports, such as swimming, baseball and others. Another reason is of its beauty. The lovely violets, buttercups, roses are so beautiful to look at. There is still another reason and that is health. Summer is very healthy, because we are mostly always out-of-doors. The air smells lovely, grass is green and everything is lovely.

In summer time I always go down to the shore. I like it very much indeed. The water is very nice, and it is cool. I go bathing every day. At night Mother and Father and my sisters and I go on the boardwalk. The cool breeze from the ocean makes me feel nice and cool. It is also very pleasant for its enjoyments. The little children go on the merry-go-round. The adults go on swing and airplanes. I go to the movies every other night.

Now don't you think summer is the best season of the year? I have explained to you many thing about summer so you will like it.

Positive **Negative**

Excellent
Hudelson Score 4.5

6A Grade
Paper No. 514

What I'd Like to Be.

I would like to be an artist when I grow older and graduate from school. I like Art as it shows human beings and other things in picture form on canvas. Then, too, I like it because it is such an interesting pastime.

In painting a picture you can use any number of colors, but, first of all you must learn to be patient. You must paint oh! so slowly and carefully. Then after you have finished your painting you should put it in the sun to dry. You will be rewarded by a beautiful picture which will be admired by everyone.

I have loved Art from my babyhood and I still love it. Someday I hope to be an Artist then all my dreams will come true.

Positive **Negative**

Good 6A GRADE
Hudelson Score 4.8 Paper No. 517

A Strange Man

One cold rainy day, a strange looking man came to our house and he asked to see my father. I told my father a man desired to see him. When father went to the door, the man asked could he come in. He sat down by the radiator and I was sitting in the same roon. I looked at his face and he had very large eyes. His hair was long and black. From his appearance he seemed to have not had a hair cut in a year. His clothes are ragged and dirty. When he got up to go, I noticed that one leg was shorter than the other. Then I looked down at his feet and his shoes needed a half sole. He thanked my father and went on his jornney.

Positive **Negative**

Good 6A GRADE
Hudelson Score 4.4 Paper No. 520

William Tell

Switzerland is a small country in Europe. It is very mountainous indeed. The people of Switzerland wanted liverty. This country had a tyrant ruler named Gessler. So this Gessler wanted to rule Switzerland. He put his hat on a pole near the market place and said, "Every one who passes by must bow to my hat." One day a brave old Swiss was passing William Tell. He did not want to bow before the hat. The two guards seized him and took him to Gessler he said, "For his punishment I will put an apple on his sons head and he will take an arrow and shoot the apple." Tell's son was willing. Tells son had the apple placed upon his head and Tell took the arrow and shot the apple in two. Then Gessler saw an other arrow and Gessler said, "What is that other arrow for." Tell answered "If I had killed my son this would have been for you." Again two guards seized him and took him in a boat. Tell killed Gessler and escaped in mountains.

Positive **Negative**

Fair 6A GRADE
Hudelson Score 3.0 Paper No. 538

A leak in the Pipe

One day when I lived in Bryn Maur, my Mother couldn't draw any water from the faucet. She sent me to the plumber. When he came to our house, he said the water main was broken and we could not get any water all day. Soon after that the repair crew came and fixed it. "They said" that the cause of pipe being broke was to the cause of the steamroller.

Positive **Negative**

Fair 6A GRADE
Hudelson Score 2.9 Paper No. 544

My Pal

I think my pal is the best you ever saw. She has large blue eyes, and light brown bobbed hair. She weighs about eightey pounds and her hight is four feet and ten inches. She is always clean and neat. I like her because she is kind to every one.

Positive **Negative**

Poor 6A GRADE
Hudelson Score 2.2 Paper No. 558

My Pet

I often wanted a dog. My father heard me talk about one. My father brough me a pet dog. I name him bobby. He was a brown dog. I learn him many trick. When I tell him to begg he would stand up on his himefeet. Bobby was a good dog and I liked him very mush.

Positive **Negative**

Poor 6A GRADE
Hudelson Score 2.1 Paper No. 559

A Heavy Fog

One morning it was foggy. My mother said for me to be careful. I was comming to school when at Bigler St a truck was comming very fast, for I could hear it I could not see it for it was so fogy. I near got killed, what would have become of my sick mother?

Positive **Negative**

Very Poor 6A GRADE
Hudelson Score 1.0 Paper No. 588

The dog and meat.

There was once a dog how. swa a meat store. ande he got the blck way and he saw a nid big bone. with meat on it. Oh how he would like to get the went the man went oup. the dog got the bone meat. he ran doun the hill. as he was cross the river. he sav a other dog. with a pech of neat and he mak gram for it but he lost his oun.

Pat and Mike

Went out in a both. as they was out fa favet. they saw a man. uake on the wathe. he said. to Pat tell son thing to do. if I do not it you ga free. pat toll him to get a hous. and he got it. so he killed Pat. and it came. to Mike trou mike find a barsle toll the see this bar has to end he thoue rover. he said that end of that lit ne see you lo thue so the ry and dou. but did not com up again mike was free.

Positive **Negative**

Very Poor 6A GRADE
Hudelson Score 1.2 Paper No. 589

The Twelven Coffens

Once there was a king he had twelven sons. One day he made twelven coffens. And keep it in a room. He said it to the queew. The queew was frietion and said, "it to his sons. They said," that they would go away. The mother said, "I will put a flag upon the place. So that if a red was put up they had to run for thir live. Not long a baby girl was bron the whit flag was put up and they ran for live. But the king was sad because he had sent his sons away. One day while the queen was washing the shirst of her sons. The girl said," mother what are the shirt? She ask if see could find then She hurd for seven years. But one day she so then and said," that she had look for them They went home and tale it to the king. The king was fill wit goat and Live Happly every after word

Positive **Negative**

6B GRADE

Excellent 6B GRADE
Hudelson Score 5.2 Paper No. 607

Alexander and Diogenes

When Alexander was making a tour through his kingdom he heard of a peculiar man named Diogenes. All the people bowed to Alexander and spoke very politely to him, because he was the most powerful man of his time. When Alexander heard of Diogenes he said he would go visit him. Diognes was a philosopher and despised everything in the world. He wore ragged garments and lived in an old earthen tub. He was looking for an honest man and would carry a lantern with him in hopes of finding one.

When Alexander made his visit with Diogenes he found Diogenes lying in the sun light near his earthen tub. Alexander went up to him and seeing that Diogenes did not bow before him he said, "I am Alexander."

Diogenes replied, "I am Diogenes." He said this as proudly as the king himself.

When the king heard Diogenes speak so rudely to him he was angry because every one he met would bow to him and praise him. Alexander soon got over his madness and said, "Is their anything I can do for you?"

Alexander was very much surprised when Diogenes said, "Yes, stand out of my sunlight."

Alexander thought Diogenes wa a very honest man because if he had asked anyone else they would want a great deal from the king because they knew that he could give them anything that they wanted.

At last Alexander said, "If I were not Alexander, I should like to be Diogenes."

Positive **Negative**

Excellent 6B GRADE
Hudelson Score 5.2 Paper No. 608

Alexander and Diogenes

When Alexander became king, he, took a tour through Greece. Every one treated him with respect, except Diogenes. This man was a philosopher and was a cynic. One day he went through the streets carrying a lantern, and observed every person he met closely. When asked what he did this for he replied bluntly "I am looking for an honest man." The king wished see this man and one day he made a visit to Diogenes escorted by his courtiers. The philosopher was lieing in the sun, and spoke rudely to the king. After a short time Alexander said proudly, "I am Alexander the king", and the philosopher replied just as proudly "And I am Diogenes the cynic. The youthful ruler asked the cynic if he could do anything for him. Diogenes said curtly "Yes move out of my sunlight." Alexander was so amazed that he said "If I were not Alexander, I would like to be Diogenes."

Positive **Negative**

Good 6B GRADE
Hudelson Score 4.9 Paper No. 619

A Scare

One night about one o'clock I was awakened by a noise. I was very frightened. I could not imagine what it was. I layed very still for a few minutes, hardly daring to breathe. Just as I was about to get out of bed to see what it was, I saw the door slowly opening. I was numb with fear. I looked to see who it was, but I could see nothing. I was just going to sleep, when I happened to gaze at the floor. What do you think I saw. The instant I saw It come across the floor my fear was changed to joy. I laughed softly to myself so I would not awaken any one. Can you guess what it was? It was our little dog coming across floor. I jumped out of bed and picked him up. I took him down stairs to his bed. I was very happy that it was not a ghost or spirit, but oh! that was some scare.

Positive **Negative**

Good 6B GRADE
Hudelson Score 4.9 Paper No. 621

Alexander and Diogenes

When Alexander became king he took a tour through Greece. The people treated Alexander with respect except one man. This man was Diogenes a philosepher called a cynic. Diogenes despised every-thing. He had a old wollen cloak and lived in an earthingware tub. One day Diogenes went wandering through the streets with a lantern. The people asked Diogenes

what he sought. His reply was, "I'm looking for an honest man" The king heard of this and wanted to go to visit Diogenes. The king was escorted by his knights. When Alexander reached the place were the philosepher lived he was lying in the sun. The king said to Diogenes, "I am Alexander the king." Diogenes said to the king, "I am Diogenes the cynic." Alexander was amazed and said, "What can I do for you." The philosepher said, "Will you move out of my sunlight," Alexander said, "If I were not Alexander I would like to be Diogenes the cynic."

Positive **Negative**

Fair 6B Grade
Hudelson Score 3.9 Paper No. 645

An Exiting Adventure

O what an exiting time it was when Rose united the boat. One day as I was sitting in a boat which was tied to a wodden fence, I called my sister to come into the boat. After a while Rose unfastened the boat and sister and I floated out to the middle of the lake. I did not have the ores with me which would help me to get back. Then I said to myself I will never see mother father any more. Then sister stood up and started screaming. Just then a girl in a boat came to us and said, "Step in my boat and I will bring you home". The girl brought us home and went out again and brought the boat back also. When the girl came up the steps mother thanked her very much for saving sister and I. I will never go into a boat again by myself.

Positive **Negative**

Fair 6B Grade
Hudelson Score 3.1 Paper No. 647

My Pal

I have a pal her name is Mary, but my other girl friends call her May. Her height is four feet and weight about 92 lbs, And hair is red as the rays of the sun. As for her eyes they are blue as the sky, the nose is very well formed. When her lips are parted, you can see her buetiful white teeth. She has very light skin, rosie cheeks, and her lips are as red as the cherries. As for her dress she is very niet. And has a very chirming chacter. She is the picture of health.

Positive **Negative**

Poor 6B Grade
Hudelson Score 3.0 Paper No. 663

Alexander and Diogenes.

Alexander took the throne, at the age of 26 years of age. He took a tour through Greece, he was well treated by the people. When he went to seek

Diogenes, he found that he was wandering around the streets. He visit Diogenes he was very rude of Alexander When the king saw Diogenes he was in his toub. He went around the streets, with a lantern, in his hand looking in every body face. What are you looking for, I am looking for a onnest man, "said he". When he came to visit Diogenes again he found him lying in the sunlight. When the king asked him can he do anything for you, yes get out of my sunlight, said he, when he moved out of the sunlight "he said. I rather be Diogenes than Alexander".

Positive **Negative**

Poor 6B Grade
Hudelson Score 2.9 Paper No. 670

Planning a Picnic

On the 18th of August We had planned for a picnic. We were to go out to Woodside park. When we started out our truck ran very good. After we got started it broke down.

We made it out there after ariving then I found it very pleasant I was having a nice time untill we went on the fairest Wheel.

It jerked us so untill we did not go on it any more. We went to lunch. we had Ice crean, cakes, ham sandwhiches, chicken Salad, lemon Ade, candy, Apples, oranges, We surely did have a fine time on our picnic.

Positive **Negative**

Very Poor 6B Grade
Hudelson Score 2.2 Paper No. 681

Alexander and Diogenes

Alexander took the throne at the age of 26 years. He took a tour through Greece he was well treated by the people. But when he went to seek Diogenes he found that he was wandring around the streets. He visited Diogenes but he treated him very rudly. When the King found Diogenes he was in is little tub. He went around the streets with a lantern every one came along he loked at them. The King come along and said what are you looking for he said an "honest man." He took the synick to is palace and said can I do anything for you he said yes stand out in the sunlight. Then he said if I was not Alexander I would rather be Diogenes.

Positive **Negative**

Very Poor 6B GRADE
Hudelson Score 2.5 Paper No. 692

Alexander and Diogenes

Alexander the king was going on a tour through greece. every body greet respectifuly but one man. this man was Diogenes the Philosfer. he still kept lying in the sun. he didnt bou befor the king. he kept lyning in the sun. Diogenes wore a black rough woolen cloth. he was walking throug the streets with a lantern in his hands holding it up at every body he-meet one ask him what he was seehing "he answer; A true man one day Alexander and his coutres went to visit Diogenes. Diogenes live in a round hearthen tub. when the king. came Diogenes didnt move he kept on lying down. Alexander said. I an the king. Diogenes answer more curtly. I an Diogenes the senic. Alexander said. can I do anything for you. Diogenes: answer yes: get out of my sunlite. the king said more blunty. if I were not king I like to be Diogenes.

Positive **Negative**

7A GRADE

Excellent 7A GRADE
Hudelson Score 4.5 Paper No. 711

Our Auditorium

In most ways, our auditorium is very pleasing. The seats are varnished a light brown, and are very comfortable. It has some equipments that an auditorium should have. It has an Upright piano, and it is painted a dark red. Our auditorium has a very good toned Victrola, and it is a light brown. It has a medium size table in front of the room. The walls are a yellowish color at the top and a brown at the bottom. Our auditorium has a hundred seats. It has fancy carved designs printed on the ceiling. In the front is a large, white, screen for lanterns. It has some nice framed pictures hung up around the room. Our auditorium has five windows, three on the left side, and two in the front. It has two doors, one to enter the room, and the other to enter the dressing room. It has electric lights, with fosted globes. Although our auditorium is humble, and small, toward other auditoriums, ours is a very pleasant one.

Positive **Negative**

Excellent 7A GRADE
Hudelson Score 4.2 Paper No. 712

The Auditorium

As you enter the Auditorium you will notice that it is not like others ones. It has no platform from which the children stand and recite, for it is a very old school. The seats are arranged just as in a theatre, because the children do not write, but listen to questions and answer them.

On the window sills are busts of poets and great men, and pictures of some famous women hanging on the wall.

Near the wall is a piano from which the teacher plays when we have a music lesson. There is also a victrola which the teacher makes us hear some records, so as to see if the person has a good voice, because we are studying parts of music. There is a book stand where the teacher puts her books.

Positive **Negative**

Good 7A Grade
Hudelson Score 3.5 Paper No. 723

Our Auditorium

Compared with other auditoriums ours is small and humble but is very comfortable and pleasing. We have an upright piano in one corner. We have tuo small tables at the end of the room they are for the teacher's things. Next to the tables there is a Victrola The room is divided into two parts one for one class and the other side is for the other class. We have four big windows on the left hand side. and the dressing room is on the right hand side our auditorium has one hundred seats fifty on each side. In the front is alarge screen for Lantern Slides. Although are auditorium is not very big it is very pleasing.

Positive **Negative**

Good 7A Grade
Hudelson Score 3.9 Paper No. 726

Our Assembly

Would you not like to hear about one of our Assembly? I am sure you because we have very Interesting ones.

One Friday has we usual have we had an Assembly. The ochestra played a march, has we walked to our seats, In our record room. Then Miss Wallace, greeted us and then the Bible was read. After the Bible was read, one of our club reporters came in and read the report which he had. Then we sang a few song accompanied by the ochestra. When our songs were completed, to everyone's astonishment Mr. Burkard walked in. But he was not alone. He was accompanied, by a man with a blue uniform. I thout he was a fireman. But It soon was made clear to us by Mr. Burkard, He introduced him has Inspector Stuggart.

Then Mr. Stuggart arose, and that was followed by a great applause from the audience. He began his speech, by telling us he wanted to make clear to us, that It is not an easy job to be a policeman.

When he told us some of the things he had to carry, we all agreed with him, to be sure. I will mention some of the things, a loaded revolver, a nickel in

case of emergency, extra bullets, a club, and a pen knife. Don't you agree with him now, that it is not an easy job to be a policeman? I am sure I do. In conclusion he made a wonderful speech. At the end of which, he was applauded till he left the Assembly. We all enjoyed him very much. And hope he will call again. On! how eager we are waiting for his arival.

Positive **Negative**

Fair 7A Grade
Hudelson Score 3.0 Paper No. 743

Our Picnic

One hot summer day we did not know what to do, So we made up our mines we would go on a picnic the next day, If nothing happened.

We thought we would go to Yellow Park That night we took a bath and got the food ready.

Several companions we had eight all together then some more thought they would go, So we had a great crowd. The next morning it was a nice warm day and we got in the automobile all ready to go

As we rode along the dusty road we could see far away the green and yellow leaves on the trees, and green grass every where. Soon we came to the spot we liked best near by was a running brook of cold sweet water. surrounded by great enorous trees. So first we ate a couple of sandwitches. Next we started on the adventure We walked and walked and walked unto we came to a woods, and we got a great deal of pretty flowers and began to climb up the trees, and playing hide and Seek., and lots of others games.

Suddenly we heard a noise that scared us and we all ran back to the spot we had found and found it was nothing but a log astrayed from home. We stayed until 5, Oclock

Injoyed our selves very much indeed.

Positive **Negative**

Fair 7A Grade
Hudelson Score 2.9 Paper No. 749

A Stranger in Town

Every Thursday afternoon about 2.30 we go to the Stanton for sewing. We are going to Stanton school for sewing because we haven't enough room in our school for it. Miss Fleming is our sewing teacher; she learns us how to sew and make clothes

The Stanton school is 17th and christian but, our school is 24th and christian Streets it is seven block from the Peirce to the Stanton go east on christian until you reach 17. It is a new school you cannot miss it.

It is a very nice walk from here to the Stanton there are lots of stores and churches a post office is 18th and christian keep walking until you get to 17 and the school is there

Positive **Negative**

Poor 7A GRADE
Hudelson Score 2.6 Paper No. 761

The Auditorium

The Auditorium of Benson School is smaller then Landreth. English is the subject studied. It is arranged different than a regular school room. There is five seats accross and 'ten rows back on both sides.

As you enter you see bustes of Webster and Mazart. Two classes go in to the Auditorium together. A piano is in there also a victrola etc.

The Auditorium is the prettiest place of the building. As you leave the Auditorium other classes come in.

Positive **Negative**

Poor 7A GRADE
Hudelson Score 2.3 Paper No. 767

Our Assembly

Whe we march we must look ahead of us, if not, you might push in somebody and hurt him. Leaders must know where they are going. He must stop when squad tell him so. When they read the bible we must keep quiet. The pupils must sing soft until when gived orders to sing loud. The visitors come to visit the teacher we must keep our mouth shut, if not, we will receive our punishment. If they talk to us we must listen to them. If our record teacher recieve our report that we were good boys and girls our record teacher would be happy about us. The boys who belong to the orchestra must go to kinagarten at 12.30. and must go then when they are told. The Childs school must have five electric piano: One used to electric piano if you don't know how to play a piano just put on the switch and it plays.

Positive **Negative**

Very Poor 7A GRADE
Hudelson Score 1.5 Paper No. 775

The Runaway

One day last summer an horse runaway an was come down 19th. St. One the Monitor jump in the wagon an trin to stop the horse but went he ture the corener the horse brak from the wagon and streah down the street. but the boy run. but he did run he stop and a men stop the horse the wagon was break and then take the horse to the stable

Positive **Negative**

Very Poor 7A GRADE
Hudelson Score 2.1 Paper No. 784

A Stranger in Town

A new girl came to our room and we were going to sewing some girls were skating so she sayed why do you all skate and I Replied because it is a good walk so we want to get there so we can began sewing sooner and I told her that the school was at 17th and Christain street cause we have ent ay sewing Room in on School our teacher name is Miss Flemings we go there so we might learn how to sew our clothes or make dresses for our selfs.

The location of our school is 17th and Christar street you go straight down christar strett from 24 to 17 and the school the north east corner of Christain St.

On our way we can see lots of things It is about nine blocks we hav e to walk but we always get there om time most of the girls like to sew.

Positive **Negative**

7B GRADE

Excellent 7B GRADE
Hudelson Score 5.6 Paper No. 807

Benson File Formation

The Benson School has a regular method of entering the building. I intend to describe this for you.

The space of Benson School which is allotted for line formation and play undergoes a sudden and complete change at the ringing of the first bell. One moment one hears the shouts and laughter of irresponsible youth and sees more sedate children conversing in groups. In a trice the former boisterous children and the groups of children who were talking are soldierly standing in numerous lines, each grade forming two files, one boys' and one girls'; all arranged according to size. There are written on the pavement numbers corresponding to the room numbers to guide the children to the correct spot. At the sound of the second bell the leaders proceed, the lines merging into four files, two girls' and two boys' lines. One of each enters each fire-escape, of which there are two. All this is executed in a uniform manner. There are generally two teachers present to preserve order and at various and regular intervals are stationed representatives of the Traffic Squad from whom, for disorder, talking, etc. one may be reprimanded. The advantages of this unique method are that it enables us to enter the building quickly, orderly, and without undue loss of time.

Judging from the description I reckon you will quite agree with me as to the merit of the line formation of G. S. Benson.

Positive **Negative**

Excellent 7B GRADE
Hudelson Score 4.4 Paper No. 809

An Enjoyable Assembly

I'll never forget that assembly that was led by class 3, including two of our school comedians. Can you guess who they were? You ought to know, although they have graduated now. They were Anthony Varello and Humbert D'Orazio. Maybe they didn't make us laugh when they got started. They acted "Reuben and Rachel," like Jiggs and Maggie. Well, I guess that was the most enjoyable assembly we ever had in this school. Judging by the applause, everybody agreed with me.

Positive **Negative**

Good 7B GRADE
Hudelson Score 5.2 Paper No. 812

An Inspiring Assembly

"What, a Monday morning Assembly?" "How unusual"! "Who is our speaker?" "Oh, he is from the Poor Richards Club, invited by Class four.'' These were a few comments made by two pupils, under cover of the orchestra.

Dr. Burkard was seen approaching with a little, jolly looking man, in the rear. The little man happened to be our visitor, as we soon found out. Dr. Burkard came to the front, and gave us a few words. The he introduced our speaker, whose name was Mr. Frank Mulvey. He enlightened us as to the object of his visit, by telling us that he came to speak to us about Benjamin Franklin, in honor of his birthday, which happened to be that morning.

What a talk he gave us! I believe it will never quite fade from my memory. He told us about Franklin's boyhood, his young manhood and how he came to Philadelphia. In fact, he told us every interesting fact about Franklin. He also informed us that Franklin is the patron Saint of the Poor Richards' Club.

I need not tell you how I enjoyed that talk. Don't you think it was an inspiring assembly?

Positive **Negative**

Good 7B GRADE
Hudelson Score 4.1 Paper No. 832

How to Play Dodge Ball

Dodge Ball is a well known game. It is very interesting to watch a group of children compete in this favorite game.

The aim of dodge ball is to ty to get the apposing team out of the circle, by hitting them with the ball. The teams are generally twelve to a team. In school this rule varies according to the number of pupils in a class. As far

as formation goes it is the same no matter how many to a team. The teams line up either in side or out of the ring.

Playing the game is very simple, all it calls for is alertness. The rules ore as follows: First:—If you cross the circle it means a point for the opposite team Second:— you must not hold ball.

The time varies according to the teacher. Generally it take five minutes for each team to get their turn.

Scoring is an easy matter as a person is struck the scorer parts down a stroke. At the close the strokes are counted to determine the winning team.

The benefits oie, it leorns the value of time. The enjoyment is plentiful to watch the gome.

Positive **Negative**

Good 7B Grade
Hudelson Score 4.4 Paper No. 833

How To Play Dodge Ball

Dodge Ball is a very good game for boys and girls who do not get enough exercise. It is not rough and it does not take a large space to play in. The game is very simple as the only object of the game is to dodge the ball. The playes are always divided into two teams. To play the game you must have a circle of at least thirty feet in diameter so the persons in side the ring will have an ample amount of room to dodge in.

Also to play the Dodge Ball you must no the most important rules. For instance, the players on the outside of the ring must never put their foot inside the ring. Another is that players inside the ring must never touch the ball. Still another is a player who is on the inside the ring must leave it immediately after he is hit with the ball. The time alloted for play is usually five minutes for each half. After the first half is over the team which was on the outside must go inside the ring. Then the team which was inside will appear on the outside and they will through the ball. If a person gets hit with the abll it will count a point (if you are keeping score) for the other team.

Persons playing this game receive a great deal of benefit from it for you' exercise the muscles of your arms, legs and body. There is also much enjoyment and excitement received from the game if there are enough playing— And usually you are laughing at a blunder someone made.

Positive **Negative**

Fair 7B Grade
Hudelson Score 4.1 Paper No. 836

My Chum

When I was in Atlantic City last summer, my cousin and I were playing ball together. Our ball rolled over to where a girl was sitting, And she directly

got up and brought it to us. We then asked her if she wish to play. She replied that she would be very glad to join our game.

She is fair and slender also neat in appernce. She is large for her age, as she is only thirteen years old

Juanita has a very good disposition and is very kind. Sometimes we quarrel but it never amounts to anything. We love to play games such as tennis, and base ball.

Positive **Negative**

Fair 7B Grade
Hudelson Score 4.5 Paper No. 844

Benson Line Formation

We have a speacle plan for forming our lines in the Benson School. I will tell our plan to you for I am sure you will be interested.

The children may play in the school yard or chat with their friend's or in groups until the bell rings. When the first bell rings the children stop all play and run into their lines, or if they were talking with friends or in groups they scatter for not all of them go in the same line you know. The children have no trouble in finding their lines as there are numbers marked on the pavements. These numbers correspond with the number of the class room. There are also two teachers and the children in the traffic squad in the yard. The lines are formed according to size, small ones to the front, boys' and girls in different lines.

When the second bell rings the teachers gives signals to the leaders to advance toward the fire towers. Going up the fire tower stairs you meet at each flight a girl on duty. This gerls duty is to See that no one is in disorder. We pass to our class room very easily and quickly and with out making a sound.

Positive **Negative**

Fair 7B Grade
Hudelson Score 3.5 Paper No. 852

How to Play Dodge Ball

"Well!" Look whose here no one, but little John no of "Robin Hood" fame, but of Peirce School," "What do you want to know now John?" I would like to learn how to play Dodga ball," "Sit down on this bench and I will explain it for you.

The object of the game is to dodge the ball being thrown at you. Now I will give you a general outline. First there is a team of twelve players. The same amount on each side. one team stand outside of the circle. and the other form enside the circle which is forty feet in diameter

Now that you have learned the much I will now give you the rules first the team on the outside of the circle are not aloud to step insde another if you niss the ball you must run after it and pass it to another teanmate, There is still a third is one is struk by the ball he must leave the circle. They have but five minute to play ten they change sides When scoring each player hit counts one the greats nuner player hit win the game

I suppose you see what benfit dirived by the gam plenty of exercise for both legs and arms It is also a good time to show you good aim for throwing "That must be an interesting game." said John The first chanct I get I am going to play

Positive **Negative**

Poor 7B Grade
Hudelson Score 2.5 Paper No. 857

My Chum

Last summer while touring New York. I meet a very faithful chum he is very tall and only 14 years old. Some people think that he is older than 14. He is very bright in school. He like to play various games and read he also like to go hunting and fishing. He has a fine disposition we write often to each other. He like to go to various movies, ball games, park and partys.

Positive **Negative**

Poor 7B Grade
Hudelson Score 2.6 Paper No. 866

Our Assembly

1. In the morning, we have to march to the assembly. After we get in the assembly the leader calles out close allsdoors. And then we have the bible reading and after the bible is read we sing our songs song.
2. In some of the Assembly we have visitor and one of our visitor was Mr. Goldblatt he told us about sports.
3. And some time we have the Harmonica club to intertain us and some time we have the orchestra to intertain us.

Positive **Negative**

Very Poor 7B Grade
Hudelson Score 1.9 Paper No. 873

My Chum

My chum's name is Arthur Ringgold. I met him at school.
eliven Seventy Three
He is my size and is 11 years old as old as I he weights 73 and his height is
three five
about 3 feet 5.

His disposition is very smooth an you can easily under-stand his disposition. We get along very well people think we are brothers we very often have a argument.

We like to experiment things after school.

This is a sketch of my chum and I.

Positive **Negative**

Very Poor 7B GRADE
Hudelson Score 1.8 Paper No. 874

My Chum

Burtor is my chum. I meet him many many years ago. One day as I was going to the store and I lost my mony and I just began to look for it. Woent he came up and gave it back to me. I thought he was honest then we became great pal.

He is short than me and ten years old he has good hair and Little feet

Positive **Negative**

8A GRADE

Excellent 8A GRADE
Hudelson Score 4.6 Paper No. 903

Why I Should Be On Time

Nearly every pupil of the Benson School knows that banners are given every month for punctuality. The classes keep up a constant competition for these banners. The school has some very good records for punctuality therefore if I and someone else should be late perhaps we would spoil a very good month.

Punctuality also has its effect on work, let us suppose I go to the moving Pictures on a night when I have several important lessons to prepare, I come home late, tired, go to bed. When I get up next morning I feel tired still because of going to bed late, I study to the last minute then I rush to school and am late. The consequence is answering unprepared. Keeping late hours also has its effects on health.

Thus punctuality has its effect on health, personal matters, and school work, Therefore there are many reason Why I should Be On time

Positive **Negative**

Excellent 8A GRADE
Hudelson Score 4.3 Paper No. 907

An Amusing Assembly

"Classes still!" Fhen came a bang on the desk, "Don't you know that we are having a speaker this afternoon?" said Mr. Hay at a Friday afternoon assembly.

Silence followed. All eyes were cast upon the entrance. "Here he comes," came a whisper.

In came the visitor. He took a seat near the window, while Mr. Burkard made an introduction.

All were still. Soon we were listening to Mr. Ernest Choate. He told us about England—how they eat, and how they play, but the most interesting part was, how they played their games. He said that their game never ended.

It was time to go home, but we wished very much that he could continue, because we were still in England, and we wanted to come back to America. We had tears in our eyes, but he told us he would come again some other time to bring us to America. That was a very amusing speech, which we all enjoyed.

Positive **Negative**

Good 8A GRADE
Hudelson Score 4.5 Paper No. 912

Dodge.Ball

Dodge Ball is an interesting game played by any number of people. It is good exercise as well as fun to play.

To play Dodge Ball you only need a ball, yard, and circle drawn in the yard, and someone to keep score.

The rules of the game are very easy. Your foot must not go inside of the circle, you must not jump when throwing the ball and you can not hit above the waist. First you are all around the circle and someone tells so many to go inside of the circle. After they are in you start and throw the ball at them to hit them. If you hit them it is a point for your side, but if you don't then that is not a point for either side, This game is played by few and many. and is very nice to play on a summer day for fun, pleasure and exercise.

("end")

Positive **Negative**

Good 8A GRADE
Hudelson Score 4.4 Paper No. 915

Why Should I Be On Time

There is a punctuality banner awarded to one class every month. Mr. Orton almost evey time he is in the assembly has something to say on puntualty, the banner the honor class gets and the record he sends out. When we all are puncutal the filled lines look good to the people who see them, when the assembly is filled it sounds better. When Mr. Orton's successor comes and sees the records he thinks of the work Mr. Orton had getting me and many others here on time. A good puntuality record gives the school a good name

When I am on time I can get in a little more work, study a little before school and get better marks. When I come on time the teachers know that they can have a thing done on time when they ask? When I grow older and get a job I will have to be on time or I lose my job to one who can be on time and it would serve me right. If I lost a few jobs maybe I would try to get every place I am supposed to be on time and form a habit of puntuality which would be hard to break.

Why Should I Be On Time could be answered a thousand different times. I should like to be on time any time I can and *sometimes* I am. I should be on time to help the school, help me learn more, keep my job, get a habit and get a good punctual name.

Positive **Negative**

Fair 8A Grade
Hudelson Score 3.7 Paper No. 942

My Autobiography

I am writing this because it was asked, and I will gladly do it.

I was born in Philadelphia Pa. It was a week from Spring, my father told me that there was several inches of snow on the ground.

When I was about two years old, my mother and father had a party. There were many relatives their. I was left alone in a high chair by a table and it happened that there was a glass of wine on the table. I took the glass of wine and drank it, when my mother and some of my relatives came in the kitchen they found me sick. They didn't know what was the matter with me until some one of the relatives saw the empty glass.

I went to four different schools, the teachers that stand out in my mind is the teachers I had in the Peirce School.

My future plans is to go to high school and become a Civil Engineer or go to West Point. I don't know which to become, but I will soon learn.

Positive **Negative**

Fair 8A Grade
Hudelson Score 4.0 Paper No. 946

The Life of A waste Basket.

One day while sitting on a counter in Gimble's a lady came in and asked what was the price of the basket on the counter. The salesgirl told her it would cost one dollar. The lady decided to take me. She took me home and put me in a cornor. After she had gotten home she said to her little girl, "Mary did you see the basket that I bought today?" The little girl replied, "yes mother,

I did. it's very pretty." I was of great service to her for many years. Finally I became old and useless. She decided to get rid of me so she threw me away. And that is how I spent my life as a waste basket.

Positive **Negative**

Poor 8A Grade
Hudelson Score 3.5 Paper No. 956

An Excellent Assembly

Here he comes! The man we want! With a wonderful reputation of high standard. The whole audience is now waiting. The speaker was invited by class 4, and is an Assistant District Attorney of Philadelphia.

The most important subject which was spoken by him was on the respect we owe parents and friends. A real treat was given to the Goerge W. Childs. Let us then credit this speaker Eugene V. Alessandroni; and appreciate his efforts to inspire us. It was and excellent assembly.

Positive **Negative**

Poor 8A Grade
Hudelson Score 2.5 Paper No. 963

How To Play Dodge Call

I first will give you a sketch of the introduction. An nearly all Public Schools nearly all pupils play Dodge Ball Our aim is to the dodge the play. The Teams in some schools or different, But in Pierce our teams or of Blue and Gold. We have twelve peoples of each teams on each sides.

Now I will tell you how to play Dodge Ball The rules are not to run with ball. The time is five minutes for each half. Then the scoring is counted up to such a extent. Then the answere will be made which team won.

The conclusion I think most people likes to look at it rather than play, But I think you get just as much enjoyment out of Bought.

Positive **Negative**

Very Poor 8A Grade
Hudelson Score 1.8 Paper No. 968

Tiddledy Winks

I

"Tiddledy Winks" is one of the best games to min your fingers. But it is a very interesting game. at least I like to play it.

II

The equipment consists of 10 pins shaped like this: and 16 winks shaped like this 0.

III

The rules are that you are not

Positive **Negative**

Very Poor 8A GRADE
Hudelson Score 1.9 Paper No. 981

My Life as a Peace of Paper.

When I was young in this world I was not notice much I was layed here and their, but when I was dirty and torn around the eadges I was put under some more papers, which look as if they had been put there twenty years ago, and they were very heavy. My master was very mean to me until one day a boy put me in the waist basket I was taken from their down stairs to the blazing furnice and he threw me in and that ended my unhappy life as a peace of paper.

Positive **Negative**

8B GRADE

Excellent 8B GRADE
Hudelson Score 5.0 Paper No. 1009

An Instructive Assembly

An instructive assembly was that of—. Well I wont't tell you yet! The fourteen classes in the assembly room were hushed, and the orchestra was playing. Presently Mr. Burkard came in bring with him a tall man dressed in a uniform. Who was he? Mr. Burkard introduced him. It was Inspector Stuckert, in answer to class 4's letters. We all hoped he would give an interesting speech.

Well, it certainly was interesting, not only interesting, but it was also instructive. I never before knew that a policeman had to know so much. He told us that if a policeman was sent to arrest someone they had to watch that person very carefully. Once he was sent to arrest a woman. She put a finger in a bottle of poison, and then put a finger in her mouth. Now he had to watch her carefully, because she might have put one finger in the bottle and a different finger in her mouth.

He gave us many other instances. Judging from the amount of applause he got, I think that everyone else thought his talk interesting and instructive.

Positive **Negative**

Good 8B GRADE
Hudelson Score 4.7 Paper No. 1041

An Interesting Assembly

With eyes sparkling every one was wondering who this gentleman was, wlalking into our assembly room with Mr. Burkard. "Why it is Uncle Wip"! whispered a girl surprisingly, Sure enough it was, and he certainly gave us an interesting talk.

Uncle Wip talked about the different little kiddies he visited, and about his womderful Harmonica Club at the Gimbel Brothers Store, also about the boat ride with some little crippled children.

Finally, when Uncle Wip finished his talk there was not a sound or person stirring. He gave us such a surprise I don't think we will ever forget him or his talk. It was a very interesting assembly and if you had been there, I think you would agree with me.

Positive **Negative**

Good 8B Grade
Hudelson Score 4.8 Paper No. 1044

An Instructive Assembly

Until that day I never knew the duties of a policeman. The only thing I though a policeman had to do was to walk up up, and down the street or chase boys who play dice, and keeping the money. That day Inspector Stucket told us when policeman is in roll call he must have a nichol, a revolver, extra bullets, and a black jack.

He told us a story about a dog who had a fit, and the owner called a policeman, and asked him to shoot the dog. The policeman had a terrible task before him. He shot the dog three times. The first bullet struck the dog in the tail, the second one him in the leg, the third hit him in the hind leg. The policeman finally succeeded in killing the dog by hanging it.

The he told us about a policeman who had a warrant for the arrest of a lady. He reached the apartment, knocked on the door, and showed the lady the warrant. She told him she would have to get dressed, the policeman saw no harm in that, so he consented. Then she came out with a bottle written "Deadly Poison" she put her third finger in the bottle, and sucked the second. She fell down, and as she did she said, "See I just took some poison so you cannot arrest me," but the policeman was wise. He saw that she put the third finger in the bottle, and sucked the second, so he put the handcuffs on her wrists, and he carried her out. He phoned for the patrol wagon, and put her in. She was taken to the court where she revived and was put in a cell. Since that day I knew the policeman did more than walk up and down the street or chase boys who are playing dice, and keep the money.

Positive **Negative**

Fair 8B Grade
Hudelson Score 3.9 Paper No. 1063

Autobiography

I am writing this because I think some one else should know about my life. and my thoughts many years-ago.

This took place in in New-Jersey. Brummington in the year of nineteen thirteen.

I arrived one Christmas morning about ten oclock. I was so glad to know that I had came on that morning when every body having a jolly time and a thought came to me that that great day was the day in which Christ was born I sae many bright faces during that day.

During my early child-hood I was very fond of school even before I was old enough to go to school. I often would take my sister books, and start out of the door playing that I was going to school, and I would walk around then come back and tell mother that I had been to school Therefore I have always wanted to be a teacher.

When I start to school I work very hard, and therefore was promoted each year. There was one teacher among all that I had in which I liked very much above all the rest. This teacher is now still teaching.

Positive **Negative**

Fair
Hudelson Score 4.0

8B Grade
Paper No. 1065

And Autobigraphy

I am writing this autobigraphy to share in behalf of myself to others. I want you to read some of my adventures.

I was born on January third nineteen hundred & fourteen at six oclock in the evening arrived just in time to go to bed.

When I was a little child I had childish thoughts. I would pick the cat up by his tail and pull the dog's ear. The cat so tired of me, one day the cat scratched me—the dog he bit me.

When I was nearly seven years of age my mother taken me to the W. S. Peirce school. The very same school I go to now. I am about to finish the grammar school course. I have always went to the W. S. Peirce School. I will always remember the teachers as follows.

Miss Herse, Miss Maggie, Miss Lercterly, Miss Evans
Miss Bradley, Miss Ulick Miss Monglocolon Miss Pfatteicher,
Miss Tressler Miss McKinney.

After I have taken a high school course I hope to become a mechanical engineer.

If I do not have enough to go through with my course I will work for it.

So thus is my future plans

Positive **Negative**

Poor 8B Grade
Hudelson Score 4.0 Paper No. 1014

Dodge Ball

The school which I now attend has a very large yard and it is very easy to play many games it. It is also block off for most any game. A dodge ball game is very interesting, but in order to play dodge ball you must be equip— with the things you will need.

The very first thing must have is the yard of coruse that is understood, And in this yard there must be a circle drawed—there can be boys or girls, But which ever they are you must have eleven on each side, The next you want a large size ball.

Now for the game. One team get inside of the circle while the team spread around on the outside, The Captain then say the word. go, the person then toss in to center of circle. If a person on the outside of circle and it strick a person on the inside that is a point for the outside team. If you are on the line when you throw the ball it did not count.

Dodge ball is an interesting game it you know how to play it.

Positive **Negative**

Poor 8B Grade
Hudelson Score 4.0 Paper No. 1015

A School Desk

I am made of mahony wood which most all of you know of. After my face was vanrished, and my coat shinned,

I was sent to the Smith School I was was a back seat in room. Three hundred nine. I was a pretty desk but my beauty was not reconized because I occupied the back seat in the room.

One of the most inspiring incidents in the class room was when the teacher gave written Lessons the children would slip books and papers from beneath their desk. I can recall every movement that occurs in the room from Morning until Afternoon, but my companions up front can see just a little.

The girl that sat in my seat was naned Alice, she was a nice girl but was often playing the game Cheating. I had been here about a year when another girl taken her place.

Mary was a bad girl and did not keep me looking as nice as Alice did. Not Long afterwards my face was full of scrathes my coat had changes its beautiful brown coat which was colorless paper and pencil shavens were always found in my pockets. I stayed in the back part of the room for quiet a while until my beauty was completely gone. My coat was black instead of brown, my face was blunt instead of smooth.

I was then sent back to the factory and was then renewed in a new coat and face. The last part of my life was spent in the Smith School very sad and sorry for poor little Mary who thought nothing of herself or her surroundings.

End

Positive **Negative**

Very Poor 8B Grade
Hudelson Score 3.1 Paper No. 1068

The Career of a Lump of Coal

Many year befor america was inhabited, by a cihilized races, I was born as a fruit of a tree.

It happaned that when the fall of the year cane, I was thrust to the ground. I laibd in this stat for a long tine, but it happen I was crush and crush farther into the earth. After many year of packing and hardships I becane to decay and turm into a black solid matter. I stay at my uderground home until the humans became in need of fuel to keep them warm and for domestic uses.

Ore morning I woke up and was suprized to find over night there had been opening in the earth. Many adays of afterward I found this was a beginning of a coalmind aporation. The first few day I was not nenend. but It happened on the forth day I was chisel away from ny brethem and casted to the top of the big hole.

At the first the glad burnded me, but when I was getting use to it I was sent to a breaker, wher I was sent throug a great deal of dismel processes. But I stood th tousture and sane throug hole. Next I was put on a train and sent to a coaling station to be put in a engine. Where I was buted crisp to ashes an passed away entirely

Positive **Negative**

Very Poor 8B Grade
Hudelson Score 3.7 Paper N. 1073

The American Flag

I believe that Joseph Rodman Drake in his poem The "American Flag" has given his highest honor to its creation.

his dreams he has saw the flag waving unfurled her colors to the wind. She tore the Azure robe of night and put the gloriefied stars there. With its gorgeous dyes she mingld. The white from the milky way, the red from the rays of the sun light, the blue from the sky at night.

From the mansion of the sky she called her eagle bearer down and put into his mighty claws, The symbol of the American land. The angels brought down the colors from the sky and concentrating the eagle to gaurd them.

I am convinced that Joseph Rodman Drake given his highest honor because he says in his poem that the colors are all from heaven and that he wants it to be true, he think that God made the made the flag for us.

Positive **Negative**

Excellent 8B GRADE
Hudelson Score 4.6 Paper No. 1096

A Musical Assembly

Look! Am I seeing things? Is it possible that the W.F.I.—Strawbridge & Clothier—have come to entertain us? The orchestra was playing the March when in came Mr. Vandersloot a singer of the Broad casting station of W.F.I. Miss Kerk the pianist, also came in smiling towards the assembly room. Afterward, Mr. Burkard our principal introduced us to the visitors

Mr. Vandersloot sang a song of "The Famous Clock" which was a short and enjoyable song. Miss Kerk accompied him on the piano and later played a wonderful song. It was getting late and Mr. Vandersloot and Miss Kerk said that they had an enjoyable afternoon with us. And they told us they would come again some time in the future. Do you think I am right in calling it an enjoyable assembly?

Positive **Negative**

VITA

Samuel Berman, born in Philadelphia, Pa., October 8, 1896, son of Morris and Laura Berman. Received early education in public schools of Philadelphia, graduating from the South Philadelphia High School in 1914 and the Philadelphia School of Pedagogy in 1916. First teaching assignment the E. M. Stanton School, 1916–1918. Served in the World War. Taught in the James Wilson School subsequently and was a training teacher in the H. C. Lea School of Practice for two years, 1922–1924. Received appointment as principal to the Wm. S. Peirce School in June 1924 and has continued in that position. Received the following degrees from Temple University: B.S. in Ed. 1922, M.S. in Ed., 1924.

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